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ABSTRACT

A special demonstration project investigated the use of portfolio assessment in several adult basic education settings, including workplace education programs and science courses for adult high school equivalency students. Built upon a 1993-94 project that pilot tested a portfolio assessment process, the current project was based on two principles. The first principle was the desirability of developing an assessment process specific to the educational program, rather than trying to adopt a "generic" model. The second principle was that teachers who will use the portfolios should be involved in the development of the process. The portfolios were designed to contain the following materials: class assignments, categorization exercises, lab reports, self-reflection, written answers to questions, a summary of the unit studied, science vocabulary log and list, student-created charts, notes from group discussions, student's personal notes, and possibly photos, tapes, and student research. The portfolios were intended to do the following: show progress over time, provide evidence of learning, present student-created material, document oral and written comprehension, demonstrate reading competence, and record teacher exit notes. The best evidence for the success of the project was the portfolios themselves. (The report includes pilot study reports by four teachers using the portfolios, recommendations for refinements of the portfolios, and six appendixes showing examples of portfolios.) (KC)

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Madison Area Technical College
Alternative Learning Division

REFINEMENT AND EXPANSION OF PORTFOLIO ASSESSMENT STRATEGIES IN ADULT BASIC SKILLS PROGRAMS

FINAL REPORT

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REFINEMENT AND EXPANSION OF PORTFOLIO ASSESSMENT STRATEGIES IN ADULT BASIC SKILLS PROGRAMS

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. . . portfolio assessment essentially has to be reinvented in every situation.... - H. Fingeret

INTRODUCTION

This report describes a special demonstration project intended to investigate the use of portfolio assessment in several adult basic education settings. These settings included workplace education programs and science courses for adult high school equivalency students. The project built upon the results of a pilot project conducted in 1993-1994 through Madison Area Technical College's (MATC) Alternative Learning Division. The earlier project focused on the development and pilot testing of a portfolio assessment process appropriate for individualized lab instructional settings. The results of the pilot test suggested both strengths and limitations of portfolio assessment with adult basic skills students in that particular setting. It became very evident that creating viable approaches to portfolio assessment will require a long-term process of development and testing in various adult basic skills educational programs (for a full description of the 1993-94 project and recommendations, see Hayes, Kretschmann, Berry, 1994).

Portfolio assessment represents a significant departure from the typical use of standardized testing in adult literacy education. Portfolios can take many different forms and serve varied purposes. An essential first step in the 1993-94 pilot project was clarifying the definition of portfolio assessment that would serve as a foundation for the project: A student portfolio is

> *a purposeful collection of student work that tells the story of a student's efforts, progress, or achievement in (a) given area(s). This collection must include student participation in selection of portfolio content; the guidelines for selection; the criteria for judging merit; and evidence of student reflection (Arter & Spandel, 1992, p. 36).*

A review of existing practice that informed the 1993-94 project yielded two principles that guided the planning process. The first principle concerns the desirability of developing an assessment process specific to the educational program, rather than trying to adopt a "generic" model. Portfolio assessment should be designed to meet the needs of a specific context, purpose, and audience. As Fingeret (1993, p. 3) observes, ". . . portfolio assessment essentially needs to be reinvented in every situation." A second guiding principle was that teachers who will use the portfolios should be involved in the development of the process. Teacher participation has many potential benefits, including helping teachers develop a common understanding of instructional goals, ensuring that the portfolios can be integrated with instruction, and increasing understanding of the portfolio assessment process.

An important outcome of the 1993-94 project was the development of a planning process based on these two principles. The planning process involves teachers in defining purposes, audiences, and specific assessment strategies that will become part of the portfolio assessment approach they will use with their students. One goal of the 1994-95 project was to determine if this planning process could be used successfully with another group of teachers, and to make any needed refinements in this process. It should be stressed that we did <u>not</u> attempt to use the previously developed portfolios in these new settings. Such an attempt would have contradicted our guiding principles, and greatly detracted from the successful use of portfolio assessment in the new settings. However, the portfolio materials from the previous year were used in the planning process as examples. As described in a later section, no existing materials were adopted without considerable revision, which attests to the importance of creating context-specific assessment strategies.

Three sites were selected for the development and pilot-testing of portfolio assessment in this project. Two sites were workplace education programs at Oscar Mayer and Royle Communications. We anticipated that portfolios might be particularly appropriate to capture workplace-related learning not typically assessed by standardized testing. Portfolios also seemed potentially compatible with instruction that might be focused on real-life job skills and workplace activities. Science classes for

adult students in high school equivalency programs were chosen as the third setting for the project. These classes emphasized group instruction, in contrast to the individualized instruction used in the workplace centers and in the 1993-94 pilot project. We wished to determine how group instruction would affect the planning and use of portfolios. The science teacher also expressed interest in using "hands-on" learning activities that might provide authentic evidence of learning to include in a portfolio.

An additional component was added to the project during the planning process. The workplace education staff identified the need for a process that would help employees document their experience and skills for experiential credit in technical college vocational diploma programs. A competency portfolio to be used by individuals applying for experiential credit in the Madison Area Technical College Printing Diploma program was developed and pilot-tested as part of the project.

Project staff included the part-time project director, Elisabeth Hayes, who had been director of the 1993-94 project. Her responsibilities included facilitating planning, in service, and ongoing staff meetings, monitoring pilot testing, and evaluating project outcomes. A part-time project site coordinator, Patricia Eldred, shared the director's responsibilities, and also gave the teachers, particularly the science teacher, more on-site support. Three teachers were involved in planning and pilot-testing the portfolio process: one teacher at each workplace site, Wendy Arena and Linda Miller and one science teacher, Lynn Bartoszek. Sharon Fallon, workplace education coordinator at MATC, was also involved in planning and monitoring the portfolio approach used in the workplace settings. Gail Dyer, workplace education specialist at MATC, became involved with the project as part of her doctoral studies in the Department of Continuing and Vocational Education at University of Wisconsin-Madison. The creation of the competency portfolio became possible because Gail agreed to make it her contribution to the project.

Project activities included collaborative planning and teacher training; design of portfolio processes and materials; pilot testing and continuous refinement of the portfolio process in each of the three sites; development and testing of the competency portfolio for experiential credit; and ongoing project evaluation. In the 1993-94 project, the project director and coordinator took primary responsibility for creating portfolio materials, based on input from teachers and using examples from other sources. In this year's project, the teachers created many of their own forms (though these were based on extensive discussion in our planning meetings). One reason for this increased teacher involvement was pragmatic: the diverse materials required for the different settings could not have been developed during the limited project hours of the director and coordinator. In addition, we felt that having the teachers develop their own materials was a more realistic pilot test of the planning process, since most adult basic education programs will not have special staff assigned to such a task.

The report is organized into several main sections. The first section describes the activities involved in designing the portfolio assessment strategies, including topics and techniques used in staff training and planning meetings. This section also includes a description of the portfolio materials used in each of the pilot test sites. The next major section consists of reports by each teacher of how the portfolio process was tested in their setting. A report by Gail Dyer about the development of the competency portfolio is also included in this section. The last section summarizes key findings from the project and makes recommendations for future development and use of portfolio assessment in adult basic skills education.

DESIGNING, PLANNING, AND REFINING PORTFOLIO ASSESSMENT STRATEGIES

The 1994-95 project, "Refinement and Expansion of Portfolio Strategies in Adult Basic Skills Programs," was designed to maximize the positive findings of the previous year's project and to refine and expand the use of portfolios in new settings. An additional goal was streamlining the paperwork and making the process less time consuming for students and instructors. The project was initiated with a series of training meetings facilitated by the project director and project coordinator. The importance of these training meetings for getting the project "rolling" cannot be overemphasized; therefore, the content of these sessions is described in detail below. Training

sessions encouraged the instructors to examine the instructional and assessment strategies they were currently using, and to think about ways portfolios could supplement and enhance them. Monthly staff meetings provided ongoing training and the opportunity to refine processes and materials. The intellectual stimulation and peer support experienced by participants in this year's project attest to the critical need for this very consistent interaction.

Training Meetings

Instructors selected for participation in this year's project had some familiarity with the concept of portfolio assessment and all shared an interest in learner-centered instruction. For most, however, the idea of portfolios as "a purposeful collection of student work," was a new one. The material prepared for the first training session included an article, "Using Portfolios of Student Work in Instruction and Assessment," by Arter and Spandel (1992), from which the above quotation is taken. It continues, *"a purposeful collection of student work that tells a story of the student's efforts, progress, or achievement in (a) given area(s). This collection must include student participation in selection of portfolio content; the guidelines for selection; the criteria for judging merit; and evidence of student self-reflection"* (p. 36). A portfolio tells the story of a student's work. This implies a richness and variety of learning that portfolios have a unique potential to document. Maximizing that potential is only possible, however, when instructors are trained to appreciate and apply the process in their particular learning environment.

September 16, 1995

The first training session was held at the Madison Area Technical College, Downtown Campus. Wendy Arena (Instructor, Oscar Mayer Foods), Lynn Bartoszek (Instructor, Science Module), Gail Dyer (U. of Wisconsin), Patricia Eldred (Portfolio Coordinator), Sharon Fallon (Workplace Supervisor), Elisabeth Hayes (Portfolio Project Director), Linda Miller (Instructor, Royle Printing) attended.

Instructors were asked to read the Arter and Spandel article in its entirety. Reviewing this material had been most helpful in the previous year's project. Selections from It Belongs to Me, a Guide to Portfolio Assessment in Adult Education Programs," (Fingeret, 1993), were included also. In addition participants were asked to review a fact sheet on the use of portfolios developed by the director in the 1993-94 project (see the Portfolio brochure in the Appendices).

After brief introductory remarks, the director began the meeting with a summary of the 1993-94 project findings. She then introduced the topics to be covered in the initial planning. Instructors were asked to address the following issues noted in the Arter and Spandel article:

1) who will be involved in planning your portfolio process?
2) who will have primary control over decisions to be made?
3) how much flexibility will there be?

They were also asked to consider for what specific purpose or purposes portfolios will be used, and how they believed the use of portfolios would help to meet their instructional goals. For each goal identified, instructors were asked to indicate how, what, when, and why they instruct and assess as they currently do. A flip-chart was used to document the discussion and provide a framework for continuing discussion at the next training meeting.

Instructors were then asked to begin keeping a journal to document the planning and portfolio process, including the students' and instructors' reactions to using portfolios. Potential types of portfolios were identified and discussed and a copy of last year's final report, including the forms developed and used, was made available.

September 23, 1995 and September 24, 1995

During this two-day training session, instructors continued to focus on their goals and discuss the tools, strategies, and materials they currently use. It was noted that the "soft" goals, those having to do with facilitating self-esteem, critical thinking, learning-to-learn skills, and the promotion of ownership and personal responsibility were the most difficult to specify processes for.

Nevertheless, instructors believed them to be very important. Other areas of concern identified at the Sept. 23 meeting included:

a need to identify student needs early-on,
a need to involve the learner in the learning plan,
a need to identify, teach, and track skills employers value most.
informal and ineffective assessment,
reliance on commercial materials,
a need to recognize a diversity of learning strategies.

The director asked that instructors continue to think about instructional goals. The instructors wondered to what degree we should specify and prioritize goals before meeting with individual students. We agreed to continue to address this concern as we developed our strategies.

At the **September 24** meeting, having identified goals and the ways they are currently addressed, the group turned toward discussion of the ways in which portfolios might better help meet instruction and assessment objectives. The instructors noted that methodically reflecting on goals was already motivating them to create a more organized approach. They hoped portfolios would:

1) help to clarify student/instructor goals early in the process and
2) provide good documentation of student work, to which students could refer periodically.
3) provide evidence of outcomes to other audiences. ;
4) enhance student self-esteem by providing concrete evidence of accomplishment;
5) help students take more responsibility for evaluating their own learning. Instructors also predicted that portfolios would stimulate *them* to think in new ways about instruction and assessment.

The group noted some concerns about using portfolio assessment. These included the time commitment both students and instructors would need to make, the history of irregular attendance in adult basic education courses, and the need to create new forms of documentation. It was agreed that working with a small number of students should partially address the required time commitment, and selecting students who are regular attenders, committed and willing to take responsibility for maintaining a portfolio would increase the chances of success. Streamlining forms and paperwork remained a priority.

At midday the group broke out into two sessions. The director worked with workplace instructors (Wendy and Linda, and Sharon and Gail) and the coordinator worked with the science instructor (Lynn). This format, working together as a group sometimes, and separately at others worked well in this project. Employees at the work sites tended to identify and pursue goals more related to specific work-related task mastery. Workplace instructors, therefore, faced different challenges and issues in helping them to create meaningful portfolios then did the science instructor. In addition, workplace instruction was carried out in a less structured setting. Employees scheduled their time in the workplace learning centers around their work schedules. There were differences even between the work sites, but workplace instructors were nevertheless able to identify with and support each other.

The students in the science modules studied together in a structured environment, and had goals more closely related to the science curriculum and completing the Competency-based High School Equivalency (5.09) competencies. The 5.09 option for attaining a high school diploma permits students to demonstrate competency in the content areas specified for obtaining an HSED by testing in those areas in small, very detailed increments. Rather than taking and passing seven major tests, students must study and satisfactorily demonstrate knowledge (either in writing or orally) about more than 700 competency areas. In the science module the focus and method of instruction were necessarily tied to 5.09 science competencies, per student request. Even at this

third training session, then, the importance of site specificity was confirmed and the decision to meet independently at times was made.

September 24, 1995 - Workplace

Workplace instructors decided to use portfolios that gave clear indications of progress. The four goals of highest priority identified to guide the portfolio process were: improving job-related reading, writing and math skills, providing basic computer competencies, improving oral communication and listening skills, and improving academic basic skills. It was also noted that the portfolio should be flexible enough to accommodate other student goals.

Preliminary elements for inclusion in the workplace portfolios were identified. Core elements to be included were:

1) initial interview/assessment sheet (to would include student history, current skill levels, goals, and learning timeline),
2) learning plan (personal training plan)
3) learning log or journal (with reflection)
4) attendance calendar,
5) work samples with cover sheet,
6) student-teacher conference progress reports,
7) teacher summary page,
8) student summary page, and
9) final assessment of skills.

Optional assessments which could be included were: the CITE learning styles inventory, TABE scores, an initial writing assessment, job-related basic skills assessments NAPL (a printing industry assessment), a checklist of computer skills, results of typing tutor pre and post tests, and an interpersonal skills checklist.

A six-step plan for collecting materials was outlined:

Step 1: teacher completes initial interview with student

Step 2: student completes initial assessments related to goals

Step 3: teacher completes summary of initial assessments: teacher and student review results and prepare learning plan

Step 4: student completes learning log and attendance log -- all work is compiled in a work folder (ongoing)

Step 5: teacher and student meet for progress conference once a month: progress reports completed jointly: learning plan revised as needed

Step 6: compilation of progress portfolio, when student has completed goals or for other reasons plans to leave program; this process includes selection of work samples for the portfolio, final assessment of skills, and summaries of progress by teacher and student; core elements such as initial assessments, learning logs, etc., are also included in portfolio.

September 24 - Science

The science instructor and the coordinator identified two topics to address at this meeting. First, we felt it was important to decide just what it is we want to assess, then decide what changes we want to document. We decided that students should be able to demonstrate 1) an increase in science background knowledge, 2) they should understand and be able to apply the scientific method, and 3) they should improve reading and graphic comprehension skills. Lynn, the instructor, plans also emphasize oral and written comprehension and expression, particularly if the student requests help in those areas.

At the beginning of each eight-week module, Lynn planned to do an intake interview, a preliminary assessment of science knowledge, and a reading comprehension pretest. Other assessment would be ongoing. There would be a post test at the end of eight weeks, and assessment of certain competencies as they are demonstrated. In the intake interview (which

could be oral and taped), Lynn planned to look for evidence of oral skills, reading and graphic comprehension. She would assess reading comprehension by having the student read aloud from a text.

At the time of assessment, the portfolio process would be discussed with the student. Lynn planned to explain to the students that all portfolios will be kept for an unspecified length of time at the end of the module, photocopied, and then returned to them. She felt organization is very important in the compilation of the portfolios and will use ring binders, separated by dividers, to hold portfolio contents. The following were tentative items for inclusion in student portfolios:

class assignments
categorization exercises
lab reports
self reflection as entered in individual journals
written answers to questions in texts (homework)
summary of unit studied
science vocabulary log and list
student-created charts
notes from group discussion
student's personal notes
maybe, student nature photos
maybe, audio tapes
student research (magazine articles newspaper articles, etc:)

Forms from last year's project would be modified and new forms created if necessary (to be decided further at the next meeting). Another goal for the class would be to use the on-line encyclopedia and the MATC and Madison Public Library resources.

All work would be collected regularly in a working portfolio. Work would be selected by students and the instructor for inclusion in the progress portfolio. The progress portfolio was intended to be evaluated at an exit interview at the end of the eight-week module. The exit interview would be designed to elicit information about what the student has learned from some particular material, what was enjoyable, what they feel their strengths are, what they might do differently, what more they would like to learn, and how to go about it. Contents of the progress portfolio would show:

1) progress over time
2) evidence of learning to use scientific vocabulary
3) evidence of learning to apply the scientific method
4) student-created graphic material
5) documentation of oral and written comprehension
6) demonstrated reading competence through post test.
7) teacher exit notes.

After these initial training meetings, follow-up meetings continued to be held to refine processes, procedures, and materials.

The first science module of the 1994-95 school year, Earth Science, met October 17. Eight students were enrolled. The instructor and coordinator worked together to select and revise forms to be used in this module. At this first class, Lynn provided the students with portfolio forms and instruction in their use. All of the students elected to participate in the project.

Monthly Staff Meetings

Workplace instruction does not follow the semester schedule and instructors had more time to discuss and refine their forms and procedures than did the science instructor. During three workplace meetings in October, the planning process and forms were further revised. Samples of a daily learning log, assessor's summary sheet, initial interview guide, work sample cover sheet, class attendance calendar, initial assessment chart, math assessment chart and interpersonal skills checklist, were reviewed and modified by the group. Other planning included a discussion of

student selection.

In the 1993-94 project, students for whom English is a second language (ESL) were some of the most enthusiastic and committed. Students working toward a high school credential (GED, HSED), on the other hand tended to feel that the portfolio project was not closely enough related to their short term goals. Also, in 1993-94, students at the 6-9 grade reading level were targeted. The instructors felt this was not an important criterion for this year's project. The most important condition the instructors identified for selection of any student this year, was the student's commitment to learning goals.

The portfolio brochure was reviewed and approved by the group for use in introducing workplace students to the project. Linda and Wendy reported that there were several existing workplace assessments that they might like to incorporate, or revise for inclusion in the portfolio. We decided to review and perhaps modify the "Teacher Tips" form (see Appendices) used last year to guide instructors through the forms needed. (Because the findings of this year's project clearly support the design of specific forms for each site, we have not included copies of forms, other than those included in the student portfolio section of the site reports. The information on the "Teacher Tips" form, however, is of a general enough nature to perhaps be of use to other portfolio programs. It also helps to clarify the process as it was instituted in 1994-95).

Next the group discussed the collection of work samples. Criteria for selection would include evidence of achievement of goals. The length of time any student spends in the program and the quantity of material generated would also affect the selection process. Evidence of progress and the date evaluated will also be noted on the learning plan.

The director and science instructor met in early **November** to evaluate the way the project was going thus far, and to determine elements of the final progress portfolio for the Earth Science module. The elements to be included in each portfolio were:

1) the initial assessment summary sheet and assessments
2) a final teacher assessment summary page
3) a student summary
4) student attendance calendar
5) midterm assessment of science knowledge
6) final assessment of science knowledge
7) one lab report demonstrating knowledge of scientific method - selected by student
8) one sample that shows evidence of graphic comprehension - selected by student
9) one additional sample selected by student

A cover sheet was designed for the last three items so that the student can indicate why they have selected this sample. Monday, December 12 was the date set for student portfolio conferences. The instructor planned to do a one-on-one session with each student.

In late **November**, workplace staff met again to provide an update on progress in implementing the portfolio process at their sites. Wendy had begun to work with two ESL students at her work site, Oscar Mayer Foods. They had completed an initial interview, filled out a learning plan and were scheduled for some assessments. Working with them made Wendy realize that goals need to be very specific in order to plan assessments and a learning plan to adequately address them. Linda identified three students at Royle Printing, but because of other deadlines, had not yet been able to work with them to get them started. Both instructors felt it would be useful to hold a monthly conference with their students in which the learning plan could be reviewed and reevaluated. At this time, goals would be reviewed also and perhaps new goals added. Progress toward goals or barriers toward achieving them could also be noted.

Finally, the actual creation of the progress portfolios and the final assessments was addressed. A revised list of mandatory portfolio contents was generated.

All workplace portfolios would include:

1) initial interview
2) assessor's summary sheet
3) learning plan
4) progress reports
5) attendance calendar
6) portfolio summary page (teacher and student)

Optional elements to be included are:

1) post assessments
2) learning logs
3) teacher anecdotal forms
4) work samples with cover sheet

The workplace group expressed their desire to have another full staff meeting so they could learn how the process was being implemented in the science module.

In early **February** the director and coordinator visited the workplace sites. While none of the students enrolled in the project were at the sites when the visit was conducted, it was useful to see what facilities were available at each site, and learn more about the companies that provided the learning centers and instructors. At this point, very little in the way of work samples had been collected at either site. To some extent, this was a reflection of the way instruction is conducted in the work place. Employees use these sites sporadically and most spend a good deal of their time on interactive computer software, like "Typing Tutor." Others work through packets of workbook type sheets. These can provide some evidence of skills attained but do not elicit the kinds of critical and reflective thinking best showcased in portfolios. The director and coordinator provided some suggestions for work samples that could be generated for inclusion in the portfolio. The collection of work samples continued, however, to be a challenge for the instructors.

On **February 24**, a full staff meeting was held. Each instructor reported on the way portfolios were being used at her site. Instructors noted that students were becoming more comfortable with the process, as were they. Workplace instructors were providing instruction that would generate work samples and were collecting these with the students. The science instructor has finished portfolios for the Earth Science class. Four students completed progress portfolios. The second science module, Physics and Chemistry, was at midpoint and Lynn and the students, along with the coordinator conducted student conferences and a midpoint selection for portfolios. The coordinator assisted the instructor in the science module once a week.

Linda had six students enrolled in the portfolio project at Royle. Two were regularly attending and compiling work samples and other evidence of progress. Given the job-related nature of portfolios at the work sites, employer evaluation of portfolios and the portfolio process was suggested.

In **March**, instructors reviewed and revised the 1993-94 final interview guide for use in their sites. Lynn exited students from the second science module March 10, and began the biology module on March 13. The full staff met on March 31, to update site reports and firm up plans for the upcoming portfolios and exit interviews. May 12 was set as a tentative "wrap up" date. This was the final date for the science module. Workplace instructors would continue to teach until the end of their contract time, June 30, but would do a preliminary "exit" and progress portfolio, though students may elect to continue working on their portfolios after that date.

Some of the forms originally designed proved not to be very useful. The size of the science classes and the difficulty of the material made it necessary to eliminate some forms. Students were less rigorous in filling out weekly learning logs, and had abandoned the attendance calendars altogether. The vocabulary logs, which were used in the first module, were replaced, rather than supplemented by, the vocabulary lists. This cut back considerably on the amount of "reflective" material included in the portfolios.

Only one or two workplace students continued to attend and to work on portfolios regularly. Discussion continued on potential employer/employee portfolio evaluations at the work sites.

Gail Dyer completed her research on the experiential credit portfolio. She created a process and forms that would be piloted at Perry Printing.

In **April**, instructors began work on final reports for their sites. It was decided that workplace teachers could provide the best information for their specific sites, and that the science instructor and coordinator would work together to summarize findings for the three modules. Reports would include information about the physical site, the curriculum, numbers of students served and teaching hours. Detailed information about the student population and the ways in which portfolios were used, as well as reflections and evaluation of portfolio use, were also to be included.

At the **May 12** meeting, instructors reported on final interviews with their students. A total of sixteen science portfolios was completed in the three modules. Two were completed for each work site. Instructors reported a positive experience with portfolios and brought samples to share with the group. All felt that the act of compiling the portfolios with the students was the best way to really understand the process. They suggested that they felt they would have benefitted from seeing an actual complete student portfolio at the beginning of the process but, only "doing" the portfolios made them appreciate how useful they were. Gail and Linda completed an experiential portfolio for one of the employees at Royle.

In early **June**, the director and coordinator met with instructors individually and together to reflect on the project. As noted above, all instructors reported a positive experience with using portfolios, as did students. They were impressed that so qualitative a tool could produce the kind of concrete evidence of progress, particularly valued in the workplace All instructors expressed a need for ongoing support, continued information, and further in-servicing on portfolio use, in order to continue utilizing portfolios in their settings. Instructors felt that portfolios have the potential for use with all students who would commit the time and energy to their use. They would be more selective, however, in initiating the process with students when they next do portfolios. All will continue to use portfolio assessment with appropriate students in the future. More detailed information on evaluation of this year's project can be found in the *Summary Evaluation* section of this report.

Final Progress Portfolios

The best evidence for the independent evolution of portfolios at different sites, is the portfolios themselves. An example from each site is included in the Appendices. Stylistic differences are perhaps the most obvious, but structural differences that indicate the ways instructors and students interacted, the extent to which student goals drove the process, and the modifications made to accommodate time and other constraints are also of great comparative interest. The forms that were originally designed were modified and modified again, to better fit instruction and assessment as they actually occurred in workplace and classroom settings. The extent to which these portfolios diverge from the original plan however, suggests the great potential portfolio assessment has for adaptation to an array of learning environments.

Our experience and the final product, the progress portfolios created at each site, seem to prove our hypothesis that site specificity is not only a necessary corollary of portfolio use, but a strength of the process as well. Having pointed out their differences, however, these portfolios share an important quality, the telling of a personal story. In his portfolio, Pao Yang shares his struggle to improve his writing and reading skills and his triumph in the appearance of his article in print. Bobbie Offord's portfolio demonstrates the rigor with which she pursued her goal to attain

PILOT STUDY REPORTS

Progress Portfolios in Three Science Modules
by Lynn Bartoszek & Patricia Eldred

Progress Portfolios at Oscar Mayer
by Wendy Arena

Progress Portfolios at Royle Communications
by Linda Miller

Competency Portfolios for Experiential Credit
by Gail Dyer

the skills needed to achieve a promotion within her company. See Thao, raised in a culture with no written language, uses her portfolio to graphically illustrate her grasp of difficult scientific concepts. For these students, also, as had been hoped in the initial planning process, portfolios became a source of pride in accomplishment and a tool for building self-esteem.

The following sections, the instructors' reports and the portfolios themselves, provide additional information about the use of portfolios at each site.

Portfolio Assessment in Three Science Modules

Alternative Learning Division
Madison Area Technical College
Downtown Campus

FINAL REPORT

by Lynn Bartoszek & Patricia Eldred

Description of the Site

Madison Area Technical College is a large multi-campus educational institution which serves more than 54,000 students. The College provides a comprehensive curriculum which includes vocational, technical, liberal and basic studies. The Downtown Education Center is located one block off the Capitol square in downtown Madison. At this center classes in art, music, computers, and general education are offered. Also, degree programs in dental hygiene, human services, nursing assistance, barber/cosmetology, child care, and occupational therapy are housed in the Downtown Center. The Alternative Learning Division provides adult basic education which includes instruction in basic remedial skills, preparation for the General Education Development Certificate (GED), the High School Equivalency Diploma (HSED), the Competency-based High School Equivalency Completion program (5.09), the External Diploma Program (EDP), English as a Second Language classes (ESL), civic and intergenerational literacy programs, instruction in homeless shelters, workplace education, a program for institutionalized adults, the compulsory education program, tutoring and services for students with special needs, and basic skills testing. The Division served approximately 2500 students at the Downtown Center during the 1994-1995 school year. The majority of Alternative Learning Division courses are taught as sixteen week courses, eight week modules, and in one-on-one learning labs.

Description of the Instructional Environment

The Portfolio pilot project was integrated into the Alternative Learning Division's adult basic education, level two, science module. Three modules were taught during the period beginning October, 1994 through May, 1995. Instruction was provided in a traditional classroom setting with a single instructor leading discussion and classroom activities, and all students introduced to the same material at the same time. Group teaching is the standard mode of instruction in the module courses. Experimentation allowed for individual and small group interactions as well. Reflection was both individual and group oriented, depending on time constraints and individual interest.

The science modules were eight week sessions which addressed four science areas: earth science, chemistry, physics and biology during the 94-95 school year. Instructional hours for the modules were:

Earth Science	48	10/17-12/13 1994
Chemistry/Physics	40	01/18-03/10 1995
Biology	46.5	03/13-05/12 1995

Student attendance and demographic data for the science modules are in the Appendices.

Instructional Materials and Curriculum

Materials used for the module courses included a variety of science tests and materials for science experiments that were coordinated with the Competency-based high school equivalency option (5.09). The 5.09 covers the content areas of the HSED in a self-paced, competency-based format.

We began the Earth Science module portfolio project on October 17, 1994. Eight students enrolled for this module, with four attending regularly. We studied rocks and minerals, weather, biomes, oceans, atmosphere, and pollution. Among the experiments students performed was a common scratch test for identifying minerals. Students scratch the surface of a clay pot, they are then asked to identify the mineral by the color it leaves on the clay. Students particularly enjoyed seeing the variety of colors the minerals left behind.

It was hoped that using portfolios in this and the other two modules would give students the opportunity to reflect on their learning weekly, to perform science experiments, to formulate hypotheses, and to write up their experiments using the scientific method, to keep a vocabulary log, to keep notes, and to reflect back on their learning at the end of the eight week period. At the onset of this second module, the Coordinator displayed a portfolio of her own in order for students to better understand how a portfolio is put together to demonstrate skills, and the ways in which it could be used

The second eight week module, Chemistry and Physics began on January 18, 1995. We studied the structure of atoms, the elements, formulas, the Periodic Table, and acids and bases in chemistry. In Physics we studied matter and energy, simple machines, and electricity. Chemistry and physics experiments included testing for acids and bases using phenolphthalein, working with conductors and insulators, experimenting with the properties of magnets and constructing an electric motor. South East Asian students, who often had some difficulty participating in oral and written class projects, showed incredible expertise base on life experience in applying principles of physics.

The Biology module began on March 13, 1995. Biology was a rigorous course involving the study of the five major kingdoms, cell structure, human systems, animal classification and plant biology. We performed experiments with microscopes and did monthly evaluations of learning. The most popular biology experiments involved working with plants to see if some interventions would harm their growth. We covered both the top side of a leaf and the underside of another leaf of a geranium plant and a philodendron with petroleum jelly. We waited a week to see the effects of this experiment. Unfortunately, we had some very hardy plants, some of which were unaffected by these experiments. Students also enjoyed viewing the leaves under the microscope.

The difficulty of the material and fluctuating attendance, combined with students' focus on completing the 5.09 competencies interfered, particularly in this module, with regular portfolio use. The students found it difficult to complete weekly learning logs and to reflect on and evaluate work in an ongoing manner, as was originally planned.

Assessments

Prior to using portfolios, the instructor relied on one formal initial assessment, the Tests of Adult Basic Education, given to all students enrolling in the Alternative Learning Division for reading and math scores. Informal non-documented assessments were done by the instructor with students, as the module course progressed. In addition to the above mentioned portfolio materials, Lynn planned to design and administer multiple-choice, fill-the-blanks, and other standard type science tests. Portfolios would be used to supplement and "flesh-out" the quantifiable data, and to assess the development of more difficult to gauge higher order thinking skills.

Recruitment for Portfolio Assessment

It was the instructor's intention to use portfolios with all students in each module. The portfolios would indicate progress **toward** rather than **mastery** of basic science skills. The progress portfolio would evaluate the individual's increase in science background knowledge, their ability to understand and apply the scientific method, and improvement in overall reading and graphic comprehension skills. Students were to keep all their work in a three-ring binder in an organized manner, and would at the conclusion of the module, and in coordination with us, select those items which best showed their progress toward the above goals. Students would also be free to include items of special interest or value to them. (A reflection journal was also planned, but was more work than the students could handle.)

While all students who attended began the portfolio process, not all completed portfolios. In Earth Science, 8 students enrolled, 4 completed; in Chemistry/Physics, 16 enrolled, 7 completed; and in Biology, 17 enrolled, 5 completed. Some students enrolled in more than one module and completed more than one portfolio. The following student profiles illustrate the diversity of reading levels, ethnic backgrounds, and personal situations which impacted upon student participation in both class and portfolio assessment.

Student Profiles:

1) **See Thao**

See has attended MATC adult basic education classes since May of 1989. She was in a basic reading class that Lynn taught 4 ½ years ago. At that time her reading level was 4.0 on the TABE E test. At the beginning of this course year, See scored 10.6 in reading on the TABE D Long Form test. She is enrolled in the 5.09 program. See and her husband came to the United States ten years ago as political refugees from Laos. She is Hmong and is in her mid-thirties. English is See's second language. She is a very thorough and conscientious student and one who definitely benefitted from the portfolio project. She very much enjoyed re-organizing the materials she gathered in two science modules and reflecting upon the knowledge she had gained. See participated in all three science modules and completed 79 out of 79 science competencies for the 5.09. She worked very hard to achieve her goal land received a High School Equivalency Diploma on June 7, 1995.
See's portfolio is included in the Appendices.

2) **Shoua Thao**

Shoua has attended ABE classes in our Division since the fall of 1994. He scored a 4.0 on the TABE D Long Form in reading then, and has since increased to a 5.0. Shoua is 20 years old and came to MATC because he was unable to complete his high school diploma course work at a local high school. He entered our program with some reluctance. He plans to enroll in the 5.09 program. Shoua is Hmong and English is his second language. He is a skeptical student, but very much enjoyed the structure of the portfolio project and the recognition he attained through his completed portfolio. He was especially interested in and adept at the science experiments that were part of the three modules in which he participated. He also enjoyed working with chemical equations. Shoua's goal is to receive his high school diploma through the 5.09 program. He has completed all of his science competencies and chose to come to class during the last module as reinforcement for what he had already learned.

3) **James Deng**

James has attended MATC since the fall of 1994. He is a recent immigrant from Viet Nam, and English is his second language. He is working full-time and attending school part-time due to sickness in his family. Of all the ESL students in class, James had the most difficulty expressing himself in English, although his speaking ability seemed to improve markedly by the end of the second eight-week module. He has a 4.0 reading level. His goal is to achieve a High School Equivalency Diploma through the 5.09 program Because of his difficulty in oral and written expression, James' portfolio does not reflect his ability to apply science. He was superior in assembling science experiments and working from visual guides.. He has completed 5/25 biology competencies, 3/22 earth science competencies, and 2/11 competencies in physics.

5) **Joshua Davis**

Joshua has attended MATC since the fall of 1994. He is a middle-aged, African American student who has a learning disability. He scored 12.9 on the TABE D reading test. Joshua was taking medication and sometimes came to class in a boisterous mood. He was very interested in the earth science module and participated in all experiments. He especially enjoyed working with rocks and would like to become a gemmologist. His writing skills were minimal; however, his oral skills were better, and by dictating some of his learning he was able to participate in the portfolio project during two modules.

6) **Carey Woods**

Carey has attended MATC since August, 1989. Carey has a 10.0 reading level on the TABE D test. She is African American, in her late twenties and the mother of three children under the age of 13. She works part-time as an office clerk. Carey has repeatedly failed to pass her GED

tests. She has 218 out of the necessary 230. Carey is considering entering the 5.09 program. She was unhappy with her school work and attendance, but she felt overwhelmed by the demands made on her both as the mother of three children and as a par-time worker. Carey was a very active and enthusiastic participant in class when she could attend. Her attendance was a definite detriment to her use of portfolio; she did, nevertheless, complete a progress portfolio in earth science.

7) **Warren Aldous**

Warren has attended MATC since August of 1993. He scored 10.6 on the TABE D reading test. He is in his early twenties and is from Belize. Warren's goal is to achieve a High School Equivalency Diploma through the 5.09 option. He completed four out of the 25 biology 5.09 competencies. Warren is a critical thinker and constantly challenges theories and methods. He enjoyed the biology module but did not like constructing a portfolio. He felt it was a waste of time that he would prefer to spend on the science materials, experiments, and study.

8) **Aurelia Vega**

Aurelia came to MATC in January of 1993, She is a native of Mexico. Her reading level on the TABE D test is 3.4. She is in her early twenties and English is her second language. Aurelia's goal is to achieve a High School Equivalency Diploma through the 5.09 program. She has completed 9 out of 25 science competencies. Her long term goal is to become a nursing assistant and she is enrolled in a pre-program class this summer. Aurelia enjoyed the biology class and interacting with other class members. She participated eagerly in discussions and experiments, and since she had studied science in Mexico she was able and very willing to assist other students with setting up, focusing and using the microscopes.

9) **Teruen Talasse**

Teruen participated in the portfolio project during the chemistry and physics modules. He is in his mid sixties, and is from Eritrea. English is his second language. In his own country, he was a government official. He is now a U.S. citizen. Teruen's goal is to achieve a High School Equivalency Diploma through the 5.09 program. He has completed 79 out of 79 of his science competencies. He enjoyed the portfolio process; however, I think he thought he could accomplish more competencies working individually in the learning center. I also believe it will be necessary for him to take a class in chemistry and physics in order to comprehend the material.

10) **Chia Thao**

Chia participated in two science modules, chemistry/physics and biology. She is Hmong and English is her second language. Chia is a young mother (19 years old), with three children under five years of age. Often she would fall asleep during the last hour of class. She scored 5.9 in reading and 6.1 in math on the TABE D Long form. Her goal is to achieve the High School Equivalency Diploma through the 5.09 option. She completed 31 out of 79 of her science competencies and was able to do so because her English skills are quite good. She had also attended high school in Milwaukee, and so had some familiarity with the material. She attended class very irregularly, and was only able to complete a progress portfolio in the chemistry/physics module.

<u>Reflections on the use of Portfolio</u>

The early training meetings attended by all of the instructors, the coordinator and the director, in September, gave us the opportunity to define what a portfolio is and to select what kind of portfolios we wanted our students to create. We decided we would use the portfolios in the science modules for evaluation of progress. Since the majority of the students enrolled in the project were participating in the 5.09, much of the content emphasis of the science module directly related to the 5.09 competencies. However, the instructor did determine the emphasis of other

course work. Lynn wanted to stress reading skills and writing skills, in addition to basic science knowledge and application of the scientific method.

Portfolio forms initially designed for the science modules included a questionnaire/ assessment form, a vocabulary log, vocabulary list, experiment logs, weekly learning logs, a calendar for recording attendance hours, and a teacher observation form. A final interview guide was designed for use in the second and third modules. The forms were created to reflect course objectives, promote hands-on learning, encourage students to learn and use the scientific vocabulary, and record attendance and learning in and outside of class. Lynn planned to use the teacher observation form as a tool to recognize the students achievements and suggest areas where they might need more work or assistance. It was hoped that the weekly learning logs would encourage students to reflect on their week's learning at the end of each week. The initial questionnaire was revisited at the end of the modules so that students could realize and reflect on their progress. In the first eight weeks, Lynn was able to informally assess the students' oral reading skills and work with them on oral and written assignments. She felt that portfolios presented the perfect opportunity for integrating these skills with science content. It became clear in subsequent modules, however, that time constraints, the amount of materials to cover, and the difficulty of the science material precluded extensive work in further developing oral and writing skills.

Use of the forms within the classroom was new for the instructor. Students were required the first day to fill in the assessment/questionnaires and to learn about the portfolio process. They were given a brochure explaining what a progress portfolio is, why it is desirable to make one, and how the portfolio is assembled. After reading this and hearing our explanation, all students decided that they wanted to participate in the portfolio process. However, it became apparent that most students didn't fully understand what an actual portfolio was until they assembled their first portfolio during the last week of the first eight week module.

Time was a big consideration in preparation for the classes and in portfolio use. The instructor spent eight hours preparing for the first class for each of the three modules. This included finding materials to teach to the course content, especially as related to the 5.09 competencies. The 5.09 is a rather new diploma option and few materials had been coordinated for teaching science in a module setting. For each of the three modules a syllabus had to be written, experiments chosen, and hands-on material selected. Also, the modules were all taught in regular lecture type classrooms, not equipped for scientific experiments (one room did coincidentally have a periodic table on the wall), so all materials had to be portable. In addition, portfolio forms and materials had to be developed, copied, and distributed.

The instructor felt some frustration that this level of preparation for portfolio use was so time consuming and left less time for content and process planning. In addition, since 70% of the portfolio students were participating in the 5.09, they requested that science be taught one competency at a time, to assist in meeting their program requirements. Lynn found this "item" approach discouraging and limiting, and wrote in her journal," I find this (competency) approach confining as it doesn't allow for the fullness and association that can happen in a class that is content/experience/process oriented." She finally chose to teach each competency as a separate unit, rather than item by item, and explained her reasoning to the students. The students continued to come to the class anyway.

While preparation time was a concern, the prospect of teaching in a structured class as opposed to teaching in a learning center environment was exhilarating for the instructor. An early entry in Lynn's journal states,

> *As I have taken more time to prepare, I feel the excitement of teaching in a classroom again. Teacher's and student's input and interactions add so much to learning. For a number of years, I have been in a position of lab teacher who reacts to individual student's questions based on sketchy information in pre-GED or GED texts. There is much more depth to the classroom experience. The portfolio*

process adds a structure to the classroom experience because it uses forms that require reflection and good record keeping by students and teacher. This structure adds a safety net for some adult basic education students whose attendance is low, because they can still do the readings, reflect on their learning, and get teacher feedback even if they have missed some classes.

Although the 5.09 option provides a very focused and structured list of competencies for students to complete in order to achieve their diploma, Lynn continued to find it inhibiting in classroom instruction. The amount of information and application of information necessary for true understanding of the science competencies is much greater than what can be provided in a 40-48 hour module course. Since the students were focused on passing their competencies, she had to increase the pace of instruction to touch on all the necessary information. This caused two things to happen, 1) students were required to learn at a pace that was intimidating for many, and 2) Lynn was prevented from using the more holistic approach to learning that she believed to be the most effective.

Once we moved beyond the initial adjustment to 5.09 and portfolio requirements, the class took off. Content was taught, experiments tried and reflection and other records kept. Students were very involved. During the rock unit, for example, Joshua visited a local rock shop to get more information. Shoua brought a reference book to class that had a diagram of the rock cycle, and See brought in a fossil rock she wanted me to keep for the MATC collection. One day, we worked twenty minutes overtime in class!

The structure of the portfolio changed as we worked through the three eight-week modules. We began to think of the process in terms of "phases," which evolved as the students and we learned more about portfolios together. Students who were enrolled in more than one module and created more that one portfolio seemed to become more comfortable with assembling and reflecting on their work as they became more experienced doing so. We worked with the students to begin to assemble the portfolio mid-module, so that students could see the collated product of their work. We met individually with students at this point to give them feedback about their learning and to discuss and reflect together on what they had learned. The students were provided with plastic sheet protectors into which they placed their selected portfolio elements. This helped to create an attractive and professional looking portfolio which seemed very important to most of the students. The mid-point (for the second and third modules), and exit conferences with students were also time consuming. Preparation for the exit interviews took six hours which included writing a separate report on each student. Students spent one two-hour class period choosing samples and evaluating their work and learning.

The forms that were used and the ways in which they were used all evolved. We found that students did not take responsibility for filling in forms on their own. In fact, the vocabulary log, which was intended to encourage ongoing vocabulary learning and use, was replaced by a vocabulary list which was used more as a checklist to indicate "words I know/don't know," at the beginning and end of the module. The attendance calendar also was not used after the first eight weeks because students simply did not like using it, and the instructor kept attendance in her grade book. If students worked outside of class, and most did, they did not use the calendar to record that time, as had been hoped.

In the first module students filled out an initial summary sheet with the instructor which evaluated their oral reading and listening notes. As mentioned earlier, time constraints, the fast pace of learning difficult course materials, and larger class size prohibited the use of this form in subsequent modules. Other forms used in the first module and later dropped or used with considerably less rigor were the vocabulary log, the calendar and the learning logs. Initial assessment/interview forms, experiment logs, teacher observations, student summaries, final interview guide and occasional learning logs continued to be used in all modules.

Benefits of Using Portfolios in the Science Modules

Portfolios helped the instructor and the students to be better organized. In fact, the ways in which portfolios had helped to facilitate organization was the quality most appreciated by students reporting in the final interviews. As they began to compile their individual portfolios and select appropriate samples, students could see concrete evidence of their learning and were obviously pleased by this documentation of progress. Many indicated that they would share their portfolios with family and friends so as See put it, "they can see how much work I do!" Especially beneficial were the the student/instructor conference opportunities which were informative and enjoyable, though somewhat hectic. Possibly the most visible and rewarding benefit of using portfolios was the obvious boost they give to student self-esteem.

Working with the Portfolio Project and staff and other instructors was also a very positive experience noted by the instructor,

> *The experience of working with individuals of a variety of educational and experiential backgrounds was very helpful, in that different perspectives were offered continually throughout the school year. The process of group planning, sharing, and moving on tasks together was invigorating. The planning stage was especially helpful in that it encouraged me to identify goals and learning processes that were most important to me. Once the goals were developed the group worked together to develop forms that were teacher and student friendly and facilitated learning. By the time we began the process, a wealth of planning and information was already in place that supported the portfolio project. I found this process stimulating, helpful, and enjoyable. I will definitely continue to use portfolios with my students.*

Limitations of Using Portfolios

By the end of the project, it became clear to us that portfolios can be best utilized by a select number of students who are willing to commit the time (even if this means time outside of class), needed to compile portfolios that demonstrate higher order thinking skills, as well as basic skills. These skills need to be thoroughly researched and understood by the instructor and all involved with the project at the onset, so that materials and curriculum can be designed to elicit that knowledge.

Having used the portfolio assessment in three modules, we realized how vague the process was to us in the beginning and we think now that it would have been helpful to see actual examples of student portfolios at the first meeting. As mentioned earlier, however, we now appreciate the evolutionary nature of portfolio use, appropriate to the individual needs, processes, goals, and outcomes of each student and each class.

Having enough time to teach content (especially as related to the students request to focus on the 5.09), and to use portfolios continued to be a problem, as did irregular student attendance. Working around these issues did become easier with increased experience but these factors would also influence selection of future portfolio participants.

Some students resented the time spent completing forms; others seemed confused and/or even suspicious of the continual questions and urging toward self-reflection. With the exception of one, however, all reported a very positive overall experience in the class and in compiling their portfolios. To many students, self-reflection was a new concept and thus difficult to grasp without extensive practice and consistent ongoing experiences.

Recommendations

Portfolios could be best utilized if curriculum was brought in line with the kinds of critical thinking and reflective skills portfolios are best designed to elicit. We would recommend that curriculum be reviewed to ensure it encourages compatibility with all the high school completion options. It would be useful if the varied high school completion program were to consider accepting portfolio evidence of competency, in lieu of structured testing. In this way, the competencies, the curriculum, and a range of other important thinking and life skills could be integrated into a holistic learning experience.

Forms should perhaps be designed specifically for each module taught. Careful thought to the purpose and design of all forms used is necessary before they are piloted in the class. Forms need to be designed to make students think and react, using writing and expressive skills, in all kinds of content areas. The instructor would like to design a critical thinking checklist for use in directing students in this skill. We have also discussed various instructional devices for facilitating student participation in class. These might include oral reports, group discussion, debates, group experiments, and sharing of assignments and reports. Hopefully, integrating these strategies with portfolio use will give students the opportunity to think about and identify areas for personal growth and examine their real life experiences with critical thinking and self-expression.

The Weekly Learning Log, for example, could be designed to direct students to answer specific questions about content, application, and thinking processes. This would provide some structure to the reflective process. Vocabulary logs are probably preferable to vocabulary lists, even though they are more time consuming. Also, the initial questionnaire/assessment needs to be more "user friendly." All forms and activities used need to be sensitive to cultural expectations, and linguistic limitations.

Finally, the opportunity to include examples of real life experience with science needs to be further explored and encouraged. We know students use critical thinking skills, reflection, and decision making skills in their everyday lives; they need to be shown how these skills can be applied to the learning experience, and have the opportunity to demonstrate that learning in the compilation of their portfolios.

The Portfolio Pilot Project
at
Oscar Mayer Personal Development Center
Madison, WI

FINAL REPORT

by Wendy Arena

Description of the Company

Oscar Mayer is a nationally known food processing company that has been in business for 110 years. The Madison office includes the company corporate office and the production facility which employs about 2,000 workers represented by the United Food and Commercial Workers Local 538. Oscar Mayer is interested in the global marketplace. The average age of an Oscar Mayer employee is 40.2 years, and the average seniority is 13.6 years. Nine percent of the production workforce, 144 employees, do not have a high school diploma. Oscar Mayer is committed to a total quality management program which has and will continue to precipitate many changes in the workplace. The major changes the company currently faces include the implementation of statistical process control programs which require basic math skills and an understanding of charting data. Production employees are required to use PC's to access and input production process information, so a basic understanding and familiarity with computers is essential. Also as workers participate in natural management and process teams, communication skills become very important. The ability to participate effectively in a meeting, write minutes, set agendas, and communicate non-defensively is critical to a team's success. The workplace education program is intended to afford employees an opportunity to acquire the basic skills needed to perform the new tasks required of the workplace in the 90's and thereby enable the company to remain economically healthy.

Description of Site

The Personal Development Center is located next to the office facilities on the second floor of the Oscar Mayer plant. Workers have access to the Center 24 hours/day, seven days/week. The Center hosts the following equipment: 8Å15Xcomputers, 1 CD ROM computer, 1 Interactive Video machine, 2 TV/VCR's, 2 adding machines, and 2 tape players. A portion of the room is sectioned off to offer a private work space; this area has 3 tables and 3 chairs.

The Center is open 24 hours per day, 7 days per week, and is staffed by one instructor, myself, for 12 hours per week. My hours are scheduled accommodate all three working shifts. I am in the Center on Tuesdays and Thursdays from 1-4 p.m. and 6:30-9:30 p.m. However, workers use the Center at all days and times. Workers may use the Center during 'off times' (breaks and lunch) and anytime during nonworking hours (weekends, before and after work); this includes retired workers. Those workers who are on restrictive duty often use the Center to help office staff with computer related work.

The Center opened in October of 1993 and has served a total of 243 workers out of the approximately 2,000 plant workers (about 12%). The average registered workers uses the center approximately 1 hour per week.

Curriculum & Previous Assessment Strategies

Curriculum offerings to students vary. Generally, every person who uses the center works on the computers. Software includes Typing Tutor, Word Perfect, Lotus, Harvard Graphics, Print Shop, Will Maker, and Spanish Translator. The Interactive Video machine has math (whole numbers thru algebra) and AC/DC electronics. The CD ROM computer has all of the latest office software, dictionary, encyclopedia, 3-D Body, and basic Spanish conversation. Video cassettes serve as tutorials for much of what is offered on the computers. Most computer users also study in other academic areas. Those areas are English as a Second Language, college/technical school preparation, high school equivalency test preparation, work-related preparation, and general basic skills. Specific materials for these subject areas were received from the MATC Alternative Learning Center along with those that I developed specifically for Oscar Mayer. Instruction is generally one-on-one at the student's convenience. Small group instruction is offered in the form of a 'mini-course.' Mini-course topics are those subjects that may be popular to workers, and lend themselves well to a group setting; they run from 1 to 5 sessions, approximately an hour per session.

Students using the Center are not required to take any form of assessment. Generally, I use a one-on-one counseling session to target what subjects and levels of work are needed by a student. Often I do informal assessments by having the student read and complete one or two problems in my presence. I modify and select materials based on the results and student's comments. This can be time consuming, but ultimately personal and effective. Detailed assessments tend to scare students away, however, I did use them with GED and college preparation students. Formal assessments most commonly used were the TABE, GED Practice Tests, Typing Tutor Tests, and various checklists for computer skills, interpersonal skills, reading, writing, listening, and speaking.

Recruitment of Students for Portfolio Project

I chose four students to participate in the Portfolio Project. Two of the students were regular users of the Center, while the other two were new students at the start of the project. I thought that the two regular workers would benefit from participating because they could put their time and effort into something concrete rather than using the Center for purely a break from work. I chose the other two 'new' students because they had definite ideas about what they wanted to accomplish. In recruiting the students, I explained that the portfolio method would help them to meet their goals by keeping them focused, and it would motivate them by showing them progress.

Student Profiles & Use of Portfolios

In this section, I describe each student who participated in the project and how I used the portfolio process with them. Pao Yang is a 29 year old, male Hmong worker. He has been working at Oscar Mayer for 2.5 years as a first shift meat loader. His attendance is excellent. He meets with me twice a week for 1-2 hours each time. Outside of our set tutoring time he is a regular user of the Center, averaging 12-15 hours per week. He has had about six months of schooling at MATC through the ESL Department prior to working at Oscar Mayer. Pao first came to the Center after the Training Director invited him to be a Peer Advisor. He immediately liked the convenience that it offered him.

Using the portfolio method of showing progress seemed like a good option for Pao. He was receptive to participating, however, I am not really sure that he understood what I was pitching to him. A sample portfolio would have been nice to have as a visual representation. At this point we began filling out the initial paperwork. The Interview Guide served as a good beginning. It really helps the student and the instructor organize their thoughts. I then incorporated the Learning Plan to help with specific assignments. The Interpersonal Skills Checklist was filled out by Pao a couple days later and it targeted skills that seemed less academic. This triggered Pao's participation in the "English Works" mini-course.

His long term goals are to improve his writing, become a better reader, and feel comfortable using a computer. An initial assessment, both formal (Writing Skills Checklist) and informal, indicated that he could put his thoughts on paper reasonably well, but lacked basic grammar and punctuation skills. He enjoyed doing the consumable packs that I supplied, except that he did not like to correct his own work as he completed sections; having the answers in the back of the pack just did not seem right to him! His first writing samples were sentences, then he gradually began writing stories. He wrote several stories that he remembered hearing as a child and later told his own children. He wanted the stories in a written form as apposed to simply oral. These weekly and sometimes biweekly writing samples were critiqued by me in Pao's presence. He then took each critiqued sample home and typed the modified version on his home typewriter. I kept the original, non-critiqued version on file and he kept the typed version. It was fascinating for him to see his own progress; at the completion of the project I showed him all of his writing samples in the order of completion. The Oscar Mayer Training Director asked Pao to write a short article about himself for the plant newspaper; Pao was happy to oblige.

Practicing Pao's oral reading occurred every time that we worked on writing. He would read whatever he wrote for me first before we critiqued his writing. He felt confident reading his own stories. His initial plan was to get library books to read orally to me, but he lost interest in that idea. Instead, he chose to read the plant newspaper and discuss it with me. We intend to begin this arrangement in June. He was specifically interested in learning to find the main idea of stories and articles. A combination of tutoring and work sheets has helped him greatly. This was another area where keeping a progress portfolio was inspiring. It was easy to see his progress by keeping the work that he completed in chronological order and viewing it occasionally. A chart would have been really useful; Pao and I could have recorded his scores along with difficulty levels to form a visual account of progress.

Computer use came very natural to Pao. He was very anxious to begin working on anything related to computers. An informal assessment pointed us towards beginning with Typing Tutor. Pao started the program at a beginner level. He enjoyed the availability of the computer and the relaxation that it offered. The software program offers progress reports on speed and accuracy of keys learned. In retrospect, I wish I would have printed a progress report every month to show progress. But, at the close of the portfolio project, I printed a report indicating the great progress that Pao had made (19 wpm using all letters and numbers). Our next step will be WordPerfect; wait till he realizes how easy it is as compared to the typing that he does at home on his typewriter!

Overall, Pao is a very motivated student who has definite ideas about what he wants to learn. Being a part of the portfolio project was great additional motivation for him. He was impressed and surprised by his portfolio. The organized form of it is impressive. He shared his portfolio with the Training Director. The Director seemed equally impressed; he admitted that seeing an actual portfolio did shed light on this somewhat 'unique' evaluation tool. As a manager, the Training Director liked the organization and completeness of the portfolio. He agreed that its use at Oscar Mayer could be very beneficial to workers who wish to obtain higher paying jobs. At this point, Pao is not interested in changing jobs, just improving his English skills. We will continue to keep a portfolio of Pao's progress, and revise his goals as needed. I will continue to encourage him to think about further schooling as he is a good candidate.

Bob Farmer is a 38 year old, male, Caucasian worker. He is moderately deaf, but functions well by reading lips. He has been working at Oscar Mayer for five years as a second shift line worker. I chose Bob for the portfolio project because he was a regular student with further education in mind. His attendance the first two months was good, averaging about five hours per week. The last month of the project I saw very little of him. I sent him a couple notes via office mail inviting him to continue the work that we started, but I received no response. I am sorry to see that he lost interest; he accomplished quite a bit.

We began by filling out the Initial Interview Guide. Bob was a little unsure of his goals, so this form offered an open discussion of possibilities. Bob's long term goal was to attend college or technical school. Using the Learning Plan form, we documented specific assignments based on assessments. Bob chose not to take a formal pretest in math, instead we used the Assessment of Math Strengths form. I assigned fractions, decimals, and percent packs; he completed them with little trouble. We will next work on reviewing high school Algebra.

Working on the computer came very naturally to Bob. He admitted that his deafness made him feel very shy, thus the computer was a comfortable learning tool. The last typing Bob did was in high school, so I introduced him to Typing Tutor. He loved the convenience the software offered by keeping track of his progress. He quickly advanced to mastering the keyboard and typing 27 wpm. I was able to print out a progress sheet from Typing Tutor showing final progress, however, I wish I would have thought to document monthly/bimonthly progress and store it in his portfolio. Once Bob felt comfortable with his typing we started working one-on-one with WordPerfect. Using a checklist as a guide, I would teach Bob two or three items a week; he would practice them until our next meeting. In retrospect, I wish I would have had him type a couple paragraphs and document what we learned on those same paragraphs every month. This would have been a great

way to see progress. Bob mastered 12 skills on the WordPerfect Checklist.

My hope is to help Bob become interested in working with me or another tutor again. I have the name of a special needs counselor at MATC who I would like to work with Bob if he is still interested in preparing for further education. Bob has the potential to be a good student; I hope I can help him to achieve his goal.

Vue P. Xiong is a 28 year old, male Hmong worker. He has been working at Oscar Mayer for about 1.5 years as a third shift sanitation worker. His attendance was poor; he had a difficult time coming to work early to visit the Center. We worked together for a total of nine hours. I send him a couple of notes via office mail inviting him to continue the work that we started. He responded by telling me that his working hours had changed, and asked if there was a good time for him and I to meet. I replied, but I still have not seen him.

We organized Vue's goals by using the Initial Interview Guide. His long term goals are to attend technical school. We first decided to concentrate on improving reading and writing. Using the Writing Skills form and an actual writing sample, we targeted areas that Vue needed to work on. Vue did not complete enough writing work to show progress in this area. He completed only two writing packs with me and two writing samples. We spent very little time on oral reading; we met only twice. If I were to work on oral reading again with someone, I would first assess their reading level, then have them read into a tape each time using the same level of materials. This would be a great way to show progress.

Vue did make progress working on Typing Tutor. He started with no knowledge of typing and presently types at 21 wpm using the entire keyboard. Typing was not an area that Vue initially wanted to work on, however, the convenience of it led him to use it regularly.

Vue is still interested in working towards his long term goal of attending technical school, however, he just does not have the time to commit to it now. I will keep in touch with him.

Alex Romonov is a 45 year old, male, Caucasian worker. He has been working at Oscar Mayer for about 1.5 years as a second shift line worker. He has done some work at MATC through the ESL Department; he dropped out because he felt that he was at a higher level than the rest of the class. Alex is a very intelligent individual. He is originally from Russia where he worked as a metal technologist. He traveled to the U.S. with his wife and son in hopes of a better life. His attendance was poor due to the fact that he was working two jobs to pay for his son's college tuition along with general living expenses. He is a very polite and determined man who just lacked the extra time for schooling.

At one of our early meetings we filled out the Initial Interview Guide. Alex's long term goal was to write and speak English at a college level. The Learning Plan allowed us to break this goal down into a workable form. Alex needed little work on writing skills; we used the Writing Skills form and a writing sample to establish this. I did assign capitalization and punctuation packs along with work from an English grammar text.

Alex showed a strong desire to improve his oral communication skills. I used the Speaking Skills and Listening Skills forms to help assess his level. This would have been a great time to tape Genna communicating with me and compare it with conversation months later to determine progress. I suggested that he attempted to communicate with fellow workers to practice his conversation skills because he is well informed on daily news at all levels. The two of us also planned on discussing issues that were of interest to him in order to improve his oral conversation and vocabulary usage. Alex planned on using Interactive Video to listen to English conversation when I was not available.

Unfortunately, we accomplished very little in the center due to Alex's busy work schedule (two jobs). However, he continues to work at home reading a variety of materials, highlighting new words and looking them up in the dictionary. As far as the portfolio project, he was not a successful client, but, I strongly feel that he is an active student in his own right. Alex is very motivated; he is interested in opening his own business. His difficulty is understanding the language involved with starting a business. I referred him to the small business counsel and ask him to bring in any paperwork that he wanted to have me translate for him.

Final Thoughts

Overall, the aspects of the portfolio that students and I found most useful were the Initial Interview Guide, Learning Plan, Assessor's Summary Sheet, and Interpersonal Skills Checklist. The Initial Interview Guide set the framework for all of the other parts of the process. It was also a comfortable way to discuss past schooling and future goals. The Learning Plan forced the student and instructor to put goals into a concrete, obtainable form. Through the Plan, specific instructional materials were determined and meeting times arranged. Updating the plan gave a sense of accomplishment. As an instructor, I liked the Assessor's Summary Sheet because it reminded me of available assessments. Students liked the pretest and post test dates with comments; it summarized their progress. The Interpersonal Skills Checklist allowed us to discuss areas that did not appear to be academic, but in fact were. Academic skills can tie into interpersonal skills; example, ESL students wanted to be able to participate in meetings so we adopted a program to help them work on communication skills.

Students did not like the Learning Log. The form involved too much writing, thus taking up too much time. They did admit, however, that the Learning Log had value in that it could keep you organized if you kept it updated. Using the monthly calendar would be the best alternative, though we did not use that form regularly.

It is obvious from my comments in this report that I learned a great deal about how progress portfolios apply to workplace education. I admit that I learned as much at the end of the project as I did through it; reflection is a strong tool. I am completely sold on the portfolio concept and its value to workplace education. I plan on using the process at Oscar Mayer for those students who are working towards in-house promotions. I would also like to use it as a way of keeping students focused and motivated no matter what their goals are. I found great value in having all of my students, portfolio or not, use the Initial Interview Guide and the Learning Log. The paperwork serves as a great guide for students and a quick reference for me. I am glad I had the opportunity to participate.

The Portfolio Process
at
Royle Communications Group

FINAL REPORT

by Linda S. Miller

Description of the Company

Royle is the owner's name of a printing and publishing business located in Sun Prairie. The name Royle appears in some but not all of the subsidiaries or associated companies which together comprise the whole. There are four production facilities in which the primary businesses are located, these three being in Sun Prairie: RCG on Market St., Royle Printing on Bird St., and Graphic Image on Linnerud Rd.. The fourth production facility, Artcraft Press, is located in Waterloo. One learning center, located in the Market St. building, is provided for employees from all sites. However, to facilitate delivery of educational services, the instructor travels every week to Bird St. and to Waterloo for one afternoon each.

Rationale for the Learning Center

The learning site at RCG is called the S.H.E.D. which stands for Self Help Education Development Center. It represents an effort on the part of the company and MATC-Alternative Learning Division to provide educational opportunity on-site within the business. The S.H.E.D. is a product of a state grant under the Workplace Education program and is in the last year of its grant. After June 30, the company will need to fully fund the effort if it is to continue.

Description of Employee Population

The S.H.E.D. opened in February 1993 and has served a total of 164 out of a total of approximately 300 employees (or 55%) in two years. RCG has a young employee base: 63% is under 40. Employees typically have completed high school and some have post-secondary experience either at a two-year or four-year institution; a few hold post-secondary degrees.

Hours of Operation and Instructor's Hours

I am the sole instructor, staffing the S.H.E.D. 25 hours per week--17 hours underwritten by the grant and 8 hours directly paid by RCG. My schedule is as follows:

Monday through Wednesday:	11 a.m. to 5 p.m.
Thursday:	10 a.m. to 5 p.m.

In order to make the S.H.E.D. as accessible as possible to all employees regardless of shift assignment and time restrictions, an "open format" was adopted:

1) The S.H.E.D. is open 24 hours a day. Employees who have completed a goal assessment interview and orientation to the S.H.E.D. may use it at any time whether the instructor is present or not.
2) Learning materials may be checked out for use at home.
3) The instructor has met and will meet with employees during other shifts when requested and appropriate.

Participation Guidelines

Participation in the program is voluntary and, at the beginning, was to be completed solely on the employees' own time. However, the company has amended that philosophy to allow employees to attend instruction in the S.H.E.D. when that instruction is closely job-related. Such attendance "on the clock" must be approved by the employee's supervisor.

Instructional Materials and Curriculum

The attached S.H.E.D. Inventory outlines the materials and subject-areas available for study. Instruction is delivered primarily in small group format, one-on-one, or by independent, self-paced study using videos, audio cassette programs, learning packets, and interactive software. Two shelving units contain learning packets, videos, audios, workbooks, and books on communications and math topics. Noncomsumable materials must be checked out and back in upon return. Stapled learning packets are consumable.

Instruction is customized and on-demand. It is structured to reflect as closely as possible actual work-related tasks. All instruction begins with a goals-assessment interview between the employee and the instructor. Having identified goals, the instructor selects the appropriate materials and customizes them to meet the employee's needs.

Size of Facility and Equipment

The S.H.E.D. is located in a room approximately 22 by 18 feet in the Market Street building. Student files and other confidential information are kept in a locked file cabinet. A second file cabinet is used for storage of a clip file of articles from industry magazines on current topics of interest for general employee use.

The S.H.E.D. is equipped with three kinds of computers:

1) 4 IBM XT personal computers and 1 Tandy personal computer - These have limited power and capability (512K of RAM, all floppy-driven; no hard drives). Their value lies in running two types of instructional software: TutorDOS (21 interactive lessons about how a computer works) and Typing Tutor IV (teaches keyboarding and use of the numeric keypad).
2) 1 MAC with a printer - This machine is loaded with QuarkXpress, Adobe Illustrator and Photoshop, essential tools in the electronic prepress end of the printing business. Four cd-ROM tutorials lead students through interactive lessons on how to use a MAC, QuarkXpress, Illustrator, and Photoshop.
3) 2 VAX terminals linked to the mainframe - These use VMS operating system. Both the keyboard layouts and keys as well as the keystrokes used in major software such as WordPerfect and Lotus differ significantly from keyboards and keystroke commands used on personal computers. Instruction is given on the terminals for WordPerfect, Lotus, and WordPerfect Office features such as E-Mail and Calendar.

Attendance

Attendance is recorded in one of three places in the center:

1) Time Slips - Employees record time spent in the center on strips of paper which ask for name, subject studied, time in/out, date, and whether the instruction took place on company time or not. The folded strip of paper is deposited in a box labeled "Sign In". This system insures anonymity of use as opposed to a sign-in sheet accessible to anyone.
2) Instructor's Desk Calendar - All appointments are noted here either by the instructor or by an employee wishing to see the instructor. The desk calendar acts as an important communications device because it plainly shows what the instructor's schedule is for each day.
3) Learning Logs (located in individual Working Portfolios)

The instructor periodically (at least once a month) inputs all attendance data from these three sources into a Lotus spreadsheet.

Assessment

Several tests are available:

TABE
several basic math skills tests
NAPL Workplace Skills Test (an industry-specific test for printing workers)
NAPL Communications PreTest (a test of usage, mechanics)
NAPL Math PreTest (basic skills)
Practical Clerical Exam
Assessments intrinsic to the interactive software (TutorDOS, Typing Tutor IV, cd-ROM tutorials)
Skills assessments for WordPerfect and Lotus (instructor-created)

Assessments are used . . .

1) At an employee's request,
2) For diagnostic purposes to ascertain an employee's instructional level, or
3) For documentation of the acquisition of skills or knowledge.

Certificates stating completion of course work and competence are awarded following instruction.

Pretests are effective when used to identify educational deficiencies in areas of previous knowledge or experience. Often, in the workplace, however, students request instruction to develop skills in areas in which they possess no previous knowledge or experience. Therefore, it is unnecessary to administer a pretest at the beginning of many learning situations in a worksite learning center.

Demonstrating the acquisition of knowledge or skills is, obviously, necessary. Assessment may take the form of some generic post-test. However, a better illustration of the learning of a specific skill is a work sample such as those found in a portfolio.

Portfolios, as I have begun to use them at RCG, ***are*** assessments. That is to say, the selected work samples provide real-life tests of an employee's ability to perform specific tasks. They constitute evidence that the student has learned a new skill or improved on a previously learned skill.

Recruitment of Students for the Portfolio Process

Considerable effort was put into advertising the portfolio process during the fall semester with meager results and no solid recruits. Namely, articles were included in the monthly in-house newsletter, signage was displayed around the facilities, and specific employees were approached about the opportunity to participate. Although several seemed interested to be part of the process, it may have been that it all seemed too abstract to allot time to, and so they would not commit. The benefits were not readily apparent.

In January, I implemented a new and far more effective approach: drafting participants. During the "intake" interview, I explained that in order to document progress, it was necessary to set specific goals and to record all of the employee's work and time in an organized format called a *portfolio*. Presented in this manner, the portfolio process became simply a "natural" part of participating in the S.H.E.D. Lesson learned is to provide the information the listener ***needs*** rather than attempting to over inform regarding matters in which the other person has no experience from which to relate or evaluate.

Learners in the workplace are very task-oriented and deadline-driven, so when deciding whether or not to invest their limited time in an endeavor, they need to understand ***in concrete terms*** how it will benefit them. Merely *telling* them or *explaining* how taking part in a new process will help them does not effectively communicate the benefits. Showing them does. Second lesson learned: having a student's completed progress portfolio to show others is the most effective way to demonstrate the value of committing their time and efforts to the portfolio process. Case in point, when a completed progress portfolio was circulated at a recent meeting of peer advisors (employee advocates for the learning center), considerable interest was elicited. One peer suggested that having a sample portfolio at their work stations to show others would provide effective advertising for the center.

Students Recruited

Initially, six students consented to participate in the portfolio process. Due to a variety of reasons specific to each student, only two completed the process during this semester: Bobbi Offord and Dale Carsten. These two have remained dedicated attendees and learners. Of the two, one

acquired the skills needed *prior* to a recent job posting and used her progress portfolio during the interview for the job. (She got the job!)

The two who completed the process are white, English-speaking, mid-to late thirties; one is male, the other female. The male is married and has outside hobbies and interests--gardening, house renovation. He has many years of experience in the industry but is currently questioning whether what he has been trained to do and is doing is enough to satisfy him. Because he was undecided regarding his specific career path direction, he initially approached learning in a more general and open-ended sense. He began by identifying a weak area, algebra, and began by reviewing fractions, then progressed into a direct review of algebra. Having worked on this for two months, he stopped to reassess he goals during an interim interview with the instructor. He decided that his goals have changed and that he wants to develop computer skills in addition to completing his math review. Toward that end, he has begun a self-paced, independent study program in keyboarding to develop speed and accuracy in this fundamental skill before starting instruction in computer applications.

The female is a single mother who works a second job and had made several difficult adjustments in her personal life during the fall. January was the turning point for her: during that month she made significant personal decisions. One of these was to begin a program in the S.H.E.D. which would provide her with the skills to obtain a higher-paying and more rewarding position. Although she had several years of experience in the industry as well, hers had been in lower skilled, manual labor positions, and she had no interest in returning to those or in pursuing more advanced training in printing processes. Rather, she chose to develop secretarial skills such as keyboarding and word processing in order to work in the office portion of the business. This would also prepare her to obtain employment elsewhere in office environments should attractive opportunities present themselves. Having just obtained a secretarial/clerical position in Customer Service, she has achieved her initial employment objectives. However, she wants to continue her study of word processing and wants to learn to construct spreadsheets, too.

<u>Students Who Did Not Complete the Portfolio Process</u>

Those who dropped out of the process did so for a variety of job-related and/or personal reasons unrelated to the process itself.

a) Marla Jo Clark is a S.H.E.D. success story who had reached her initial goal of obtaining an office position early in the fall of 1994. Her focus, therefore, was on learning the tasks required of her in the new position. She also had reached a plateau in which what she had previously learned sufficed for the moment. While she would like to learn more, the need is not currently as great, having reached her initial goal, as it was previously.

b) Circumstances at work interfered with Leonard Anderson's plan to create his own work portfolio. He is an employee in a three-person department, Paper and Inventory. Shortly after he started his portfolio, one co-worker left for vacation. When she returned, their boss, the department manager left the company for another position. Thus, this man's workload has increased and his available time has shrunk. He still intends to work on his portfolio when circumstances permit.

c) Rick Wagner is an ambitious young man who works in quality control and has varied responsibilities throughout the company. He is affable and very verbal, but he avoids writing tasks, the very area which he needs to develop. While admitting that he needs to improve his writing skills, he has assiduously avoided beginning instruction. I am continuing to encourage him to begin instruction and am confident that he will indeed do so because he *does* understand that developing his writing skills will benefit him greatly in his career.

d) Sid Drake is the company's sole ink technician, a position requiring highly specialized knowledge about inks and coatings. Having begun his portfolio, he stopped attending the center because of demands for his expertise at the presses. The largest and most important

job of the year from RCG's biggest customer was run in late February and early March. It was simply a matter of business coming before other opportunities.

CASE STUDY #1: Bobbi Offord

When I first met Bobbi Offord in September 1994, she worked as a courier for RCG, that is to say, she picked up and delivered pre-press proofs as well as final printed samples among the various buildings at RCG and to customers in the Madison area. At that time, she had worked for the company for two years, beginning in the bindery where the work can be physically demanding. It was June 1994 when she applied for the courier job to avoid the physical wear and tear of bindery work despite the fact that it meant a cut in pay. Unfortunately, the courier position is one of the lowest paid positions in the company and is dead-ended in that there is no direct route for advancement from it.

Bobbi came to the center in September to take a workplace skills test which was advertised then, and we discussed at that time tentative plans for upgrading her skills. Although she stopped by the center a few times in the fall and reiterated her interest in beginning instruction, she never truly began her studies. Hers seemed like others' stories: a lot of good intentions but no application.

During a visit in mid-December, she discussed very earnestly her intentions to begin a program of instruction and, at that time, alluded to various personal difficulties which had waylaid her that fall: escaping a troubled relationship, establishing a new residence, coping with physical and emotional problems (for which she was taking medication and seeing a therapist), and so on. I suggested using the portfolio process to assess her abilities, to help her set goals, and to document her progress. Bobbi was very excited at the prospect of *organizing her future* via such a system. With the new year, she promised, she would make a start.

And so she did. On January 3 when the center opened, there was Bobbi, ready to take those steps which would enable her to better her position and create a career for herself.

What Bobbi brought to the task was intelligence, drive, and persistence. From the sketchy personal background revealed during conversations with her, she had been on her own for some time without guidance or support for decision-making of this significance. Whatever she had accomplished to date, she accomplished through her own efforts. So, self-reliance must be added to the other characteristics listed.

In addition, she is articulate and exercises a surprisingly diverse vocabulary, quite possibly a product of the extensive reading she does. In fact, she loves to read--mostly popular horror fiction (Koontz, King, et. al.)--and we've discussed various books an authors. She admitted to enjoying English class in school and was very successful in it. Her attitude toward education is general, however, wasn't so positive. Rather, her reluctance to return to education was because of low self-esteem (her admission) and fear of failure.

What convinced Bobbi to improve her skills through furthering her education was the guidance of a therapist with whom she worked following a traumatic end to a difficult relationship in the fall. The therapist performed some minor miracles in helping her to objectively assess her capabilities and suggest some direction for them. The therapist achieved this, in part, by administering a career- or interest-identification test. Having an objective assessment of where her interest and capabilities lay seemed very significant to Bobbi. With this information and the therapist's encouragement, Bobbi came to the learning center at RCG to acquire the skills to apply for positions more suited to her needs and interests.

The portfolio process was ideal for Bobbi, both in its structure and elements. Being afraid to begin, Bobbi responded well to the non-threatening conversational initial interview which echoed the interview and goal-setting process that she had been doing in therapy sessions. It was a familiar, and therefore comfortable, format.

The concept and concreteness of the process (assessments, formulating a learning plan based on her specified goals), being familiar, both reassured and appealed to her. By the time she had reached the learning center, she was prepared to find out more about herself through assessments and to set goals. At 33 years old, she had held several jobs but no career. She very much wanted to develop a career path and was determined to define her own identity *for herself* as opposed to the identity she had found in the dissatisfying and sometimes distressing personal relationships she had experienced (her words).

During the initial interview, Bobbi revealed her dissatisfaction with the company and her conviction that she would not be able to find the position she wanted at RCG--that one simply wasn't available. In fact, she was rather indefinite about exactly what kind of a position she wanted. Career- and decision-making-wise, she was in the brainstorming stage. In an effort to help her determine what kind of a position she would like, I researched programs and reviewed courses at MATC. Her interest shifted during those first six weeks from paralegal to court transcription to medical transcription, and she answered newspaper advertisements, fully planning to find a position elsewhere. When she learned of a clerical/typist position for the city of Madison, she typed a letter of interest for it but received no response.

What we determined in her initial interview, however, was that she wanted to develop office skills--keyboarding, understanding how to use computers, learning common computer programs used in offices like WordPerfect, Lotus, e-mail, calendar, and it was with these goals that we began. Naturally, she needed to assess her keyboarding capability, which we did using the initial test in Typing Tutor IV, to discover that she could type 20 words per minute with 96% accuracy. From this we decided that she needed to upgrade her keyboarding before she learned how to use the office software. She then began a self-paced keyboarding program of instruction which four months later enabled her to type at 53 words per minute with 96% accuracy.

Understanding how to communicate with others in the company using e-mail is an essential office skill, and we tackled that next. E-mail is a relatively simple program and was covered in two sessions. However, since Bobbi didn't have access to a computer terminal in her then job as courier, she was unable to practice using it. We had to review the use of e-mail later before she took the office job which she eventually landed at RCG.

Next came learning to produce documents in WordPerfect. One advantage for Bobbi in learning about computers was her exposure to a variety of computer environments and products between what was available at work (computer terminals working off the mainframe) and access to her parents' computer which operated on a Windows environment. Being bright and a good problem solver, Bobbi worked through creating documents in these various formats and skills. So, she readily applied her improved keyboarding to document production both at work and outside work.

By late March, Bobbi had learned that an office position was to be added in Customer Service, and wanted to prepare a resume so that she could apply for that position. With my coaching, Bobbi created a professional-looking resume in WordPerfect. She drafted a letter of application herself which she brought to me for editing, and we revised it together. At that time, I suggested selecting various documents from her working portfolio to combine in a progress portfolio which she could offer during her interview to demonstrate her determination to improve her skills and as proof of having done just that. Bobbi agreed that having such documentation with her during the

interview would be very helpful.

Together we selected her keyboarding record, an example of an e-mail message she sent, and some documents she had created in WordPerfect (her resume, her letter of application for this position, and a table of information which she had learned to construct). To these I added her record of attendance and a letter from me verifying her work and explaining the contents of the portfolio.

Because time was short and I was much more experienced in using WordPerfect, I formatted Bobbi's progress portfolio and put on the finishing touches (typed a cover page, my letter as indicated, added explanatory information about what was included, printed it all out, copied her documents and inserted them in a presentation folder).

As luck would have it, Bobbi's interview actually took place after the decision was made to give her the job. She had been assisting the head clerk in Customer Service at odd times during the previous few months when her courier work was light, and it was this effort and demonstration of capability which weighed most heavily in offering her the position. Still, she would never have been considered for the job had she not been able to perform basic office tasks such as keyboard efficiently or use e-mail. Presenting her progress portfolio after the fact during the interview served to confirm what they already knew about her abilities.

Bobbi's use of the portfolio developed by fits and starts. She was unclear at the beginning about what her responsibilities were--what she needed to do with it at each study session. As indicated in the Summary: Benefits and Drawbacks . . . section, having a sample portfolio to show her at the beginning would have helped illustrate what was required. So, for the first few weeks, I often filled out the Learning Log (daily record of what she and done and what she intended to do next time) for her. During this time, I reminded her that she needed to fill this out each time, and she did so, not because she really saw any usefulness to it, but because I had asked her to do so. She felt that the time she spent in the center should be wholly dedicated to the study at hand and not to what she perceived as extra or make-work. Interestingly enough, as she began to complete the log herself and take the time to make comments in section provided, she saw the value of even this minimal reflection time. Her comments in the Interim and Final Interview Guides reflect this. In addition, she felt completing the learning log daily helped to keep her on track as well as help her determine when reevaluation of her learning plan and goals was in order.

So, after four months, what did Bobbi really gain from using the portfolio process? Did it get her that job in Customer Service? No. Bobbi's initiative in assisting the clerk in that department and efforts in upgrading her skills got her that job. Did it guarantee future success? Of course not, though it very well indicates the potential. No, the single most important effect creating that portfolio had on Bobbi was it increased her self-esteem. Only a few weeks into the semester, Bobbi glowed when she announced to me one day how good she felt about herself and what she was accomplishing, and it was *she* who specifically mentioned the boost in her self-esteem.

Using the portfolio to record her progress was critical to increasing her self-esteem because it allowed Bobbi to *see* in concrete terms that she was indeed moving forward toward her goals. Admittedly, the keyboarding software, by its design, quantifies results and makes it easy to view progress. Nevertheless, the impact of the process on the student was significant. The day I gave Bobbi a copy of her finished portfolio to take to her interview, she glowed again and asked if she could take it home to show her new boyfriend. The woman who gained the job in April was far different from the fearful person who came to the center last September, and part of the reason for the change came from guidance provided by this instructional tool.

Bobbi is currently adjusting to the demands of her new job and has temporarily discontinued her studies in the center. However, I talk to her nearly every week, and she is determined to learn as much as she can in the center. Based on her demonstrated enterprise, she will certainly do so.

CASE STUDY #2: DALE CARSTEN

Dale came to the center in early February on his own. He had worked for the company only a few months, but he was ready to begin learning again. In fact, Dale took a job at this company *because* of the learning center. He had heard of the center while he was working for another printing company and decided that having access to such a facility was one company benefit he could really use. Based on that, he obtained a position in prepress on second shift here at RCG.

Like Bobbi, although he wanted to return to education again, Dale was fearful of beginning. His reluctance sprang from unsatisfactory experiences with formal education--teachers who intimidated students with their knowledge of the subject, teachers who embarrassed or ridiculed students, teachers who demanded too much too fast. Like Bobbi as well, Dale made a conscious decision to forego those fears and make a start.

Dale's overall goal was to improve his skills and get back into education again. We were at the brainstorming stage as well in deciding how to focus these general and encompassing goals into a well-defined plan of action. To help determine what subject to study first, we began by assessing his skills. Dale took the Workplace Skills Inventory, a test developed to assess the knowledge of workers in the printing industry. His overall results were good, but some weakness was indicated in math. We decided to use the On-the-Job Math curriculum written for workers in printing, and we began with the two-page assessment whose purpose was to qualify students for proceeding with these materials. The results of this second assessment echoed those of the first and pinpointed more specifically deficiencies. They indicated that a review of fractions and decimals was in order as well as ratio and proportion. This dovetailed nicely with Dale's interest in reviewing algebra.

The Learning Plan which we wrote following the Initial Interview listed Dale's primary goal of improving his math skills, specifically learning algebra, and a secondary goal of improving his communication and writing skills. With this in mind, we proceeded with the math curriculum.

We began with the section on fraction and decimal review (writing, calculating fractions, identifying different kinds, decimal equivalents, conversion of fractions to decimals, writing ratios and proportions, setting up and solving ration and proportion problems). A few sessions into On-the-Job Math materials, we ran into some roadblocks. Questions arose regarding the answers provided in the instructor's manual--how exactly such answers were derived, why they were written in a particular manner. From use of these materials, it appeared that they were designed for instructors who had some experience in the printing industry. Little pieces of information seemed missing which might be abundantly evident to someone conversant with printing processes on a daily basis. Even Dale, who had considerable work experience in printing, couldn't explain why the answers had to be written in a certain manner or how certain answers were arrived at.

Dissatisfaction with perceived gaps in these materials led us to the use of a math learning packet from the MATC learning lab which treated the same topics but in a more basic and straightforward manner. Dale took the packet home and worked on it there, finding it certainly more understandable than the first materials we had used but not as helpful as he would have liked. Like the children's story of the three bears, we finally found something that was just right: exploring other math review materials, I (re)discovered a vocational math review booklet which began with fractions and decimals and led to a review of algebra all applied to math-in-the-workplace

situations. It was a perfect fit, and Dale has continued to work in this book on his own (usually at home) for the past five months. In fact, he likes the book so well that he has requested a copy of it for his own review. In lieu of that, and in appreciation for participating in this project, I presented him a college level vocational math review book selected from the MATC bookstore which offers considerably more practice and explanation and offers hands-on application of math principles to real-work math problems.

Dale's use of the portfolio started as did Bobbi's--with some confusion regarding his responsibilities. As mentioned before, having a finished portfolio to show him at the beginning would have helped him to understand the order and purpose of these tasks better. So, as with Bobbi's portfolio, I completed the learning log for him for a few weeks while I reminded him of the need to do it. The need was not readily apparent for him, but with my reminders he began to make an effort. He never did like the writing/reflection portion throughout the five months he has participated in the program, but he did admit understanding the need for it in the Final Interview Guide.

One problem with helping both of the portfolio students adjust to the system not mentioned previously is that they often worked in the center at times when I was not there. Because the center has an open format, employees can use it at any hour of the day whether the instructor is present or not. (They are, however, to have completed an orientation to the center first before using it on their own.) Therefore, I was not there to guide and remind them in using the process every time they came in to study.

Dale's progress became sidetracked in mid-May and has stayed that way for six weeks. He has not been coming to the center or, to my knowledge, studying at home. Beyond commitments to home maintenance projects at home which demand his attention this time of year, Dale's commitment and enthusiasm for work was dampened due to the unexpected loss of a close friend. I stop to talk to him almost every week as I do Bobbi, and he still seems "down", not the responsive, affable person who first came into the center. I just spoke to him a few minutes ago, and he said he will be in to see me next Tuesday. I'm sure he will return when he is ready.

Ironically, Dale still harbors some misconceptions regarding the portfolio process. Shortly after I presented him with the math review book and a certificate of appreciation for his participation, Dale stopped by the center to ask if his portfolio were done or if he was still continuing to work on it. I assured him that his was still a work-in-progress since we had reached no end point and had not measured his learning with a post-test as we had with a pre-test. He was relieved to learn that he still could continue. Part of the confusion may well have resulted from the considerable attention which Bobbi's progress portfolio attracted. She shared it with others, and I, with her permission, had shown it to others as a clear example of what could be accomplished. Dale may have felt that since the project itself was over, his involvement with working on a portfolio had also ended. Not so, I told him.

In fact, Dale is still working toward his first goal, although at the Interim Interview, he reassessed his ambitions and reorganized his previous goals while adding some new ones. So, once he has reached his first goal of improving his math skills, we will attack his new goals of becoming computer literate--developing keyboarding capability, and learning how to use the Mac and the various electronic prepress programs on it.

What did working with a portfolio do for Dale? He hasn't reached his first goal yet, and he didn't acquire a promotion because of it. However, it has served the same all-important purpose that it did for Bobbi, and, in the Final Interview, he couched it in the same terms: "It has increased my *self-esteem*." (direct quote) Of course, a successful learning experience itself does this for anyone,

but *this* program, which provides the structure to guide the student, the involvement of the student in the decision-making about the instruction, and the black-and-white evidence of accomplishment, seems to achieve that end in a unique way. That both of these students in separate interviews stipulated this precise effect is telling. It signifies a good educational tool.

REFLECTIONS ON USE OF THE PORTFOLIO PROCESS IN THE WORKPLACE SETTING

Paperwork: Format

During our earliest discussions in the fall when the portfolio concept was defined and the process explained, I was initially dismayed at the prospect of using this method in the workplace because of the amount of paperwork it entailed. According to how the portfolio process had been implemented the previous year, a student might be required to fill out four logs a day (learning, vocabulary, outside reading, outside writing), submit one writing sample per week, and complete a reflection guide (a few paragraphs) every two weeks, complete work sample cover sheets for each sample selected, complete a progress report mid-term, and so on.

In theory, having the student write so often is an excellent method for developing written communication skills. In practice in the workplace, I seriously doubted that employees working on company time with billable jobs waiting for them or on their own would want to set time aside to fill out forms *in addition to* completing the studies and obtaining the skills for which they came to the center in the first place. It was for this reason that I stressed the need in our early committee meetings to "streamline" the paperwork by reducing the number of forms and incidence of completion. The final format I chose to use with participants at RCG reflects this streamlining:

Forms Used in the Workplace 1994-95	
Form	**Completed by Whom and When Completed**
Initial Interview	Teacher (once)
Initial Learning Plan	Teacher w/ student (once)
Assessments	Student (sometimes at interview, or as needed)
Learning Log	Student (for days used)
Calendar	Student or Teacher (for days used)
Interim Interview	Teacher records Student's comments (mid-semester or as needed)
Revised Learning Plan	Teacher records with Student input (done at Interim Interview)
Final Interview	Teacher records student's comments (end of semester or when goal/s reached)

The forms retained record vital information without burdening the student with what they may perceive as extra or superfluous work. An example of an extra writing exercise is the Work Sample sheet to be completed for each work sample selected for inclusion in a summary portfolio. Rather than have the student fill out one of these for *each* work sample selected, reasons for their selection were discussed between instructor and student during the portfolio evaluation process.

In addition, the reasons for their inclusion are readily apparent in the format and substance of the summary portfolio itself. In summary, the fewer the forms to complete, the more palatable and attractive the activity to workplace students who are task-driven and time-conservative.

Paperwork: Completion

Neither student particularly enjoyed completing any paperwork, streamlined or otherwise, and both commented on this in the Final Interview. Often filling out the Learning Log sections (date/time, Goal, Subject Studied, Plans for Next Time) was forgotten and had to be done at the next study time (or, was neglected). As the semester progressed, however, they saw the value of keeping this record, primarily because it kept them on task and reminded them of what they planned to work on next, very helpful when days or a week intervened between study sessions.

Terminology

Several types of portfolios were described early in this project, and the RCG students worked in what we called "working portfolios" all semester. In the middle of the semester, it was necessary to create a portfolio for Bobbi Offord to use in applying for another position in the company. Though it fits the definition of a "summary portfolio," I labeled it a "progress portfolio" because the word "progress" suggests positives such as *taking action* and *moving forward*. "Summary" implied, at least to me, an end point and suggested nothing about the effort put into reaching that point.

Organization of the Working Portfolios

The working portfolios used by the students were housed in three-ring binders and had three basic sections, marked by index dividers labeled as follows and containing these elements:

Check In	**Learning Logs**
	Calendar (attendance record)
Goals	**Initial Interview Form**
	Initial Learning Plan
	Assessor's Summary Sheet
	Interpersonal Skills Checklist (optional)
	Interim Interview
	Revised Learning Plan/s
	Interview Guide to Document Review of Progress/Summary Portfolio: Evaluator/Supervisor (optional)
	Interview Guide to Document Review of Progress/Summary Portfolio: Participant (optional)
Subjects	**Examples: Math, Writing, WordPerfect, E-Mail.**
	(Work samples and assessments kept here)

In the Final Interview, both students at RCG expressed satisfaction with the format of their portfolios and could offer no improvements. (Final Interview forms are attached.)

Use of a Progress (or Summary) Portfolio in Job Interviews and Performance Reviews

From Bobbie's work portfolio, we selected samples to create her progress portfolio which she used as part of her application for another position within the company. I interviewed Bobbi Offord regarding the use of her progress portfolio in her interview for the in-house office position which she obtained. She felt that the portfolio is an excellent tool for demonstrating capability to others--in the company *or* at another firm.

I also interviewed the human resources manager at RCG regarding the value found in using a progress portfolio during interviews or performance reviews. She felt, as well, that such a tool could be valuable to a manager when deciding whether or not to offer a job to an applicant or when determining the size of periodic increase for an individual. (Interview forms are included.)

Summary: Benefits and Drawbacks of Using the Portfolio in the Workplace

Benefits to the Students

Using the portfolio process in the workplace has been a most satisfying experience for participants (their comments) and for the instructor. Its value lies in its ***structure*** and its ***concreteness***. All students, and especially those who have long been absent from a formal learning situation, benefit from a system of learning which is straightforward and incremental in structure and which provides constant ***tangible*** proof of learning.

The following are benefits of the portfolio process mentioned by both Bobbi and Dale in their *Final Interviews*:

1) Helped them to identify goals (really write them down, just not talk about them): *"It helped me identify my goals so that I could achieve them."*
2) Organized their thinking and efforts in learning tasks: *"It forces me to be more organized."*
3) Motivated them to continue and/or excel . . .
   a) *"Because [they] could see the evidence of progress"* as they went along: *"Having the physical evidence of progress was more encouraging to continue."* The consequence of this was ***improved attendance for portfolio students*** over non-portfolio students: portfolio students averaged __2__ hours per week versus __.3__ hours per week for non-portfolio students during the same four month period (January through April 1995).
   b) Because a portfolio provides personal recognition for the student: *"The personal involvement made it fun."*
4) Changed their attitudes about learning, especially when the students had negative learning experiences in previous schooling, as both cited: *"I've always like reading and writing, but I was hesitant about learning. I didn't really want to go back to school or learning. Using a portfolio changed my attitude toward learning. The **personal involvement** made it fun!"*
5) Tracked their progress (keep focused, keep on track): *"[I was] able to **see** my progress."*
6) Provided a record of their studies and goals for periodic review and revision: *"[It provided] a sense of development over time."*
7) Demonstrated with visible, tangible proof--both for themselves *and* for others--that they have indeed reached their goals: *"[It showed me] that I could really accomplish a lot if I wanted to!"*

Two additional benefits were mentioned, but these pertained to the activity of learning per se rather than to the structure and procedure used to implement the learning (portfolio):

8) Increased self-esteem: *"It has increased my self-esteem. It's important to discover that you're able to do something you didn't think you could."* Because it is personalized and involves the student in the planning for learning, it gives the student personal recognition, an element some cite as lacking within their jobs. The employees who participated (and others who study in the center) have commented that they felt underappreciated. The portfolio addresses this need by giving the students a sense of control over what is happening to them.
9) Forced them to think again: *"I'm becoming more used to thinking again. My brain is less 'rusty'. This gives me hope for the future--for future learning situations."*

Drawback for the Students

Both students found the portfolio experience very rewarding and had positive comments on all aspects of it except one--writing. Many people resist or avoid writing tasks because they have had poor previous writing experiences in school, because they are unused to writing, or because they perceive it as being time-consuming and inefficient. Any and all of these can be addressed through instruction and therefore the objections cited below to writing can clearly be resolved.

1) Writing:
   a) Not wanting to write: *"Having to fill it [learning log and calendar] out."*
   b) Not having/taking the time to write: *"Being pressured for time (to return to work) and not having the time to write down my thoughts while they were fresh."*

Benefits for the Instructor

As sagely predicted in portfolio planning sessions last fall, the benefits are many and reflect those listed for the students, primarily, ***structure*** and ***concreteness***.

1) Structure of the process provides a path for the instructor to follow: *initial interview, assessment, goal-setting, student work, interim (or periodic) interview, student work, final interview and compilation of the portfolio in final form.* The structure imposes a formality on the instruction: what had been done or not done with every student, such as pre-assessments and monitoring at regular intervals, now gets done, and there is proof of it.
2) Concreteness provides the teacher (and any interested party) with . . .
   a) Immediate and clear access to the student's goals and progress, and
   b) A formal **written** record for reference to goals and progress is clearly an improvement over a less formal reliance on the memory of topics discussed and educational decisions made *verbally* between student and teacher.

Concerns for the Instructor

Listed below are concerns identified as a result of implementing the portfolio process at RCG:

1) The value of using a completed portfolio to communicating clearly what a portfolio is to a prospective participant: participants need to *see* an example of a working portfolio or progress portfolio ***before*** they begin one of their own. This will demonstrate more clearly to them what exactly they will be creating as well as define their responsibilities regarding the process better than any amount of verbal explanation. It will also aid both the instructor and the employee in raising and answering questions about the process before starting it.
2) The need to train the portfolio participant:
   a) To complete the Learning Log *daily* (to set aside time),
   b) To value the use of the Learning Log (which is also the reflection part of the portfolio used at RCG),
3) The importance of understanding that the portfolio is intended for long-term use, not for one-time instruction in a very specific topic. Since there are many different kinds of portfolios possible, however, a portfolio *can* be used to compile proof of learning for intermittent, subject-specific sessions as a *summary portfolio*.

In summary, the use of the portfolio process is an asset to the teacher by providing a clear procedural formula and documentation of achievement.

Benefits to the Company Evaluator (Supervisor or other)

1) **Concreteness**: A portfolio is a useful and valuable tool in the workplace learning situation primarily because of its *concreteness*: it records clear, tangible proof of achievement. Businesses rely on records to steer a course. The portfolio process by its very substance and structure reflects this format.

2) **Quantifying progress**: Businesses quantify accomplishment--profit and loss, dollars and cents. They rely on numbers to show evidence of progress and success. In many cases, results of learning can be quantified if that is the form desired for evaluation. Hours of attendance by subject studied or progress in keyboarding measured in words per minute with an accuracy indicator are examples of quantified progress.

3) **Formal Monitoring of Progress**: In this day of Statistical Process Control, business activities are defined as specific processes which are monitored and measured for variance within an acceptable range. When a process falls outside that range, employers seek the cause for its unacceptable variance and make the necessary adjustments to bring the process back under control. Because a portfolio demonstrates in concrete form what someone has accomplished, it is therefore a tool suited to the workplace environment: it is a record of what a person has or has not learned. The working samples of a portfolio enable all interested parties to measure the learning which has occurred, to analyze what worked, what didn't, and to decide what to do next. It helps the student and teacher to plan for further study/reteaching of a subject previously introduced or for the introduction of new studies. In addition, the selected work samples provided in a summary or progress portfolio can verify for an employee's superiors that the employee has indeed acquired new skills.

4) **Improved Attendance in the Learning Center:** As stated earlier, use of the portfolio clearly increased the attendance of those who participated over those who did not. To an employer funding an on-site learning center, the skill improvement of the work force is the primary goal. Therefore, the portfolio process offers a valuable means toward that end.

S.H.E.D. INVENTORY

ons:
- The Art of Communicating (workbook)
- 50 One-Minute Tips to Better Communication (workbook)
- Power Talking Skills (video)

ing -
- Effective Listening Skills

nory -
- Memory Power (audio tapes)

esentations/Public Speaking -
- Confident Public Speaking (audio tapes and workbook)
- Technical Presentation Skills

Reading -
- Reading Drills (1 workbook each: introductory, intermediate, and advanced)
- Six-Way Paragraphs (1 book each: middle and advanced)
- Skimming and Scanning (1 workbook each: intermediate and advanced)

Speed Reading -
- Speed Reading (audio tapes and workbook)
- Speed-Reading in Business (workbook)
- Topics for the Restless (Books 1 - 4)

Thinking -
- Thinking Skills for the 21st Century (audio tapes)

Vocabulary -
- Instant Vocabulary (softcover book)
- Vocabulary Drills (1 workbook each: intermediate, advanced)
- WordPower Vocabulary Builder I and II (audio tapes)

Writing -
- Business Writing (audio tapes, workbook)
- Easy English (workbook)
- Grammar for Business Professionals (audio, workbook)
- Grammar Write Away (workbook)
- How to Write Practically Any Business Document (Audio workbook)
- LifeSkills Writing (workbook)
- Writing Business Proposals and Reports (workbook)

Learning packets on capitalization, punctuation, sentence structure, ching, agreement, parts of speech, spelling.

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Computer Skills:

Electronic Publishing -

Montage's Desktop-to-Print Video Training Series (6 video tapes and workbook)

Introduction to Computers -

Getting Acquainted with your Computer, Vols. I and II (video)
TutorDos (interactive software: 21 lessons)

Keyboarding - Typing Tutor IV (software)

Spreadsheets - Lotus 1-2-3 1.5 Basic (video)
Lotus Reference Manual

Windows - Microsoft Windows for Workgroups (reference manual)
Professor Windows (software)

Word Processing -

Advanced WordPerfect 5.1 (video, DOS)
Beginning WordPerfect 5.1 (video, DOS)
Getting Creative with Newsletters in WordPerfect (workbook, DOS)
WordPerfect 5.1 Intermediate (video, VAX)
WordPerfect, The Magazine (1990 - present)
WordPerfect Reference manual and Workbook (VAX)
WordPerfect Sorting Made Easy (workbook, DOS)

Interpersonal Skills:

Conflict Resolution -

Dealing with Conflict and Confrontation (audio tapes and workbook)
How to Deal with Difficult People (audio tapes and guide)
Relationship Strategies (audio, video tapes, workbook)

Stress - Controlling Anger (audio tapes)
Stress Management for Professionals (audio tapes)

Time Management -

Controlling Interruptions (video)
Practical Time Management (workbook)
Taking Control of Your Workday (audio tapes and workbook)

Management/Business Skills:

Career Management -
CareerTracking (hardcover book)

Customer Relations -
Why Customers Leave and How to Get Them to Stay (video)

Management Skills -
Mastering Change (2 video tape set)
The One Minute Manager (audio tapes)

Meetings - Delivering Effective Training Sessions (workbook)
Effective Meeting Skills (workbook)

Team Building- Team Building (2 video set)
Team Building (workbook)

Telephone Skills -
Phone Power (video)
Customer-Centered Telephone Techniques (seminar guide sheets)

Math: (all learning packets)

Algebra - Algebra I, II, The Basics of Algebra, Algebra Problems
Calculator Use - Using Your Calculator
Fractions/Decimals -
Fractions (3)
What Are Decimals?
What Are Fractions?
General - Basic Division Facts
Basic Subtraction Facts
Going Below Zero (negative numbers)
How Much Is a Number Worth?
Multiplication Tables
Signed Numbers
Geometry - Geometry (11)
Geometry II
Perimeter and Area
Pre-College Skills: Geometry
Graphs - Graphs, Charts, Maps, and Cartoons
Metrics - Metric System of Weights and Measures
Metrics (Workplace Mini-course)
Percents - What Are Percents?
Ratio and Proportion -
Ratio and Proportion

Miscellaneous:

Clerical -	Practical Clerical Exam
College -	*A User's Guide to College* (study skills: making notes, taking tests)
Resumés -	The Hidden Elements of Interviewing
	Informational Interviewing
	Networking
	Resume Writing (instructional pamphlet)
	Strategic Resumés (guidebook)
	Want Ad Procedures
	Where to Look for Job Opportunities

Printing Curricula:

NAPL Communication Skills Course
NAPL Critical Thinking and Problem-Solving Skills Course
NAPL Graphic Arts Course
NAPL On-the-Job Math Skills Course

Competency Portfolio for Experiential Credit
Printing Diploma Program
Madison Area Technical College

FINAL REPORT

by Gail E. Dyer

In keeping with the Portfolio Project goal of exploring the use of portfolios in the workplace, I developed a presentation or competency portfolio framework for use by people applying for experiential credit in the Printing Program at Madison Area Technical College (MATC). MATC encourages students to apply for course credit for any life and work experience that may be directly applicable to their degree/diploma courses. The information required for the application lends itself well to the portfolio approach.

Experiential Credit

Historically, the application process at MATC has consisted of the student completing the requisite forms (attached) and submitting them to the school for consideration. These forms are reviewed by the Experiential Learning Advocate who makes sure they are complete, contacting the student for additional documentation or details as needed. The application is then forwarded for review to the instructor of the course for which credit is being sought and then sent to the Division Dean for final approval.

Presently, these application forms provide space for course information (course name and number), length of time in a relevant job position, and verification information (supervisor/manager/employer name and company name). A paragraph of text suggests areas of documentation that should be submitted, such as "relevant work experiences, job titles, and vocational experiences. Supporting documentation may include high school and college transcripts (when appropriate), job descriptions, and letter of work verification." However, there is no standardized format for submitting túis information and it is up to the applicant to display the information in whatever way they can.

Currently, the Experiential Learning Advocate receives four or five applications a day for credit in the various degree and diploma programs offered by MATC. Students may be awarded experiential credit for up to half of the course credit hours required for a diploma or degree. Documentation of relevant experience can range from sheets of handwritten information to professional-looking binders showing examples of work and include a formal resume.

A standard part of the review process consists of an interview or face-to-face meeting between the applicant and the instructor of the course for which experiential credit is being sought. This is done for the purpose of exploring the full range of the applicant's experience and seeking information about the types of equipment the applicant has operated, the procedures he or she is familiar with, and any other relevant details that might help the instructor make the recommendation for or against granting credit. That recommendation is then sent to the program and division deans for final approval. The basic goal of the experiential credit application process is to see if the applicant has acquired or exceeded the skills/knowledge a reasonably intelligent student would acquire by the end of the course.

Printing Program Portfolio

One of the Portfolio Project team members is the instructor in an on-site education center in a printing company where employees are encouraged to complete MATC's printing diploma program (a one-year program in sheet-fed offset lithographic reproduction) as a means of credentialing leading to promotion opportunities. Since there are a number of employees who are interested in this program, it was felt this might be an opportunity to apply for the use of portfolios to a workplace educational need. A sample format was developed and pilot tested, with cooperation from an employee/applicant, the workplace instructor, and feedback from the MATC personnel who would normally be involved in the decision process (the Experiential Learning Advocate and the Lead Instructor for the printing program). It was envisioned that the information about completing a portfolio for an experiential credit application would be kept at the printing company for use by employees.

Additionally, it was hoped that the process of gathering information, evaluating experience, comparing their experience with specific MATC courses, developing statements describing their experience, selecting documentation of experience, getting references and letters of

recommendation, putting it into a standardized format, and preparing for the interview would involve students in collaborative work with the on-site instructor and might result in an opportunity for some instruction in writing skills and computer use. The pilot test proved this to be a realistic expectation.

Portfolio Development Process

The first information-gathering meeting was held with the Experiential Learning Advocate for MATC at which we discussed the application process and the type of documentation that's required. We reviewed the information submitted by an applicant for another program as an example of good documentation and explored what information for the Printing Program might include.

He made some additional suggestions:

1. In writing up a description of job experience, the applicant should be as specific as possible. Include examples to illustrate experience.
2. We should ask MATC for the longer course descriptions (than in the catalog). This will help the applicant address specific elements of the courses.
3. The applicant might consider completing a higher-level course and, after successful completion, apply for credit for a related lower-level course.
4. The applicant might consider "testing out" of specific courses. This can be done by taking a CLEP exam (for some liberal arts courses such as English) or an in-house exam for core courses. Often, applicants are asked:to prove their expertise in a demonstration of skills set up by the instructor specifically for the applicant. This might be especially relevant for applicants for the printing program.
5. The applicant might talk with the course instructor prior to applying. This conversation can give applicants a clearer idea of whether their experience is truly in line with the goals of the course. In addition, the instructor may suggest ways to demonstrate experience/skills/knowledge relevant to courses.

The second conversation was with the Lead Instructor in the Printing Program. Although he was skeptical at first about the applicability of the portfolio approach, by the end of the conversation he was interested in seeing the materials we would put together. He listed the specific items the instructors would look for in a portfolio: a statement of experience; references from supervisors; evidence of training and courses taken; and a listing of the equipment operated. He emphasized that instructors look for a broad base of experience, not just years of running one machine since the courses are designed to provide a broad base of knowledge and skills.

While he would encourage students to apply for experiential credit, he also stressed the importance of attending classes. First, the information gained might be new or beyond the student's specific experience. Second, others in the class could benefit from this person's experience and perspective. Additionally, the class work might be easier if the student has some advance knowledge of the subject area and this may be an important factor for retention with people returning to school or starting post-secondary education. (At present, the average age of the student population at MATC is 36).

Following the advice of the Experiential Learning Advocate, the Course Competency Outlines were requested from the Art Department under which the Printing Program operated. This step proved to be problematic since the Printing Program's curriculum was under substantial review and revision. Additionally, the program was being moved to the jurisdiction of the Technical and Industrial Department. It took several months to finally receive the course outlines, and they proved to be of minimal help since the course outcomes were listed in only the vaguest of terms.

The Binder

The next step was to develop a set of introductory statements and forms (see attached examples) for employees to use to assemble the necessary information for the application for experiential credit. A short explanation of the purpose of the binder was written to be the first

page. Then, a listing of the steps in the experiential credit application process was written. This list was developed to assist applicants to make sure they have completed each of the required steps and to give them an overview of the entire process.

A form was then developed into which applicants could insert relevant work experience documentation. (This form was eventually redesigned for clearer presentation of the information). Pages from the MATC course catalog containing Printing Program information were photocopied and the program-specific information highlighted. This included the listing of all the courses required, number of credit hours per course, and a brief description of the program. Then, each course description was highlighted. Copies of the Printing Program brochure, experiential credit brochure, and MATC course catalog were included and all this was gathered into a loose-leaf binder.

The Pilot Test

A meeting was set up with a printing employee who is interested in applying for experiential credit at MATC and he agreed to help pilot test the forms by working with the worksite instructor. He is a young man who has extensive printing experience who is looking to advance within the company. However, without the credential of a diploma in a formal printing program, he will most likely not be considered for promotion opportunities. Therefore, it is in his best interest to complete the MATC Printing Program.

Since he is also starting a family and has several areas of interest outside his work, the experiential credit opportunity is very attractive to him. If he can be granted credit for a number of the required courses, it will certainly speed up the amount of time needed to complete the program. His cooperation with us in this pilot test served as a jump start in gathering the information he would eventually need to assemble to apply for experiential credit and has served also to help create some excitement about the prospect of post-secondary schooling. The possibility of being awarded credit for his experience is an attractive lure to this program.

Over the course of a week, he listed his work experience, the equipment he's operated, and the training he's received. This information was translated into a revised chart format by the instructor. We discussed which courses he thought he could most successfully demonstrate competence in for course credit. Although he has extensive experience, there was a question about whether he had to demonstrate competence in each and every course element, since he was unfamiliar with one out of the seven or eight elements in several of the courses. (This was discussed during the feedback with the MATC instructor and is detailed below).

For the purposes of the pilot test, we collected information on only one of his places of employment since this represented the most extensive experience and would not identify his present working situation and would maintain some level of confidentiality when we were seeking feedback from the MATC personnel.

Feedback

The assembled information was sent to the Experiential Learning Advocate and the Lead Instructor for their feedback and follow-up phone calls were made to each of them. The Experiential Learning Advocate was impressed with the level of detail in the sample submitted. He said this approach would help people spend more time evaluating their experience and would definitely speed up the review process. He also mentioned another portfolio that had been shown to him by the Vice President of Instructional Services that he would like to show us as an example of another good approach.

The Lead Instructor also had complimentary comments about the information and the format. Although he has been skeptical of the approach throughout our previous conversations, his comment about the pilot information was "This is fantastic!" He particularly liked the clear format, that the applicant's name appeared on every page, and the ease with which this information could be converted into a resume. Additionally, he was sure the depth of information would speed the review process along since he could read the information and formulate interview questions well in

advance of meeting with the applicant. It would also assure there would be less need for sending the applicant back for additional information and the need for further meetings.

On-going Discussions

An appointment has ben set up to meet with the Experiential Learning Advocate to review the portfolio he would like us to see. If there are ideas for changes or revisions that would enhance this project's product, further revisions can be made and incorporated at that time.

Another meeting is planned with the Lead Instructor to discuss the on-going changes in the Printing Program. They have just completed a DACUM process for every course and will be listing the competencies for each course as well as a general listing of competencies required for graduation. Along with this process, they will be rewriting curriculum to better align courses with sequenced competencies. The revised competency listing will help them evaluate experiential credit applicants' experience and assist them in deciding if the applicant has enough experience to be awarded course credit. This information -- as soon as it is available -- will also be included in the binder at the printing company.

An additional outcome of this work may be the adoption of this portfolio format by MATC for use in their experiential credit application process. It may also be an opportunity for MATC to lead the way to demonstrate the use of portfolios to other campuses in the Wisconsin Technical College System.

Summary

Despite the delays and frustrations that accompanied the process of developing this portfolio approach for experiential credit applications, the results have been gratifying. Making the application process clearer and more streamlined may result in more employees of this printing company considering completing the Printing Program if they have the opportunity of receiving course credit for their knowledge and skills learned on the job. The portfolio format can simplify the process of displaying relevant information and documentation and can speed up the time necessary for MATC personnel to review the information and formulate interview questions, as well as provide an excellent basis for discussion during the interview.

Recommendations for Using Portfolios for Similar Purposes

The use of a portfolio to array and display job and process knowledge and skills is a natural. It is an open format that allows for demonstration of skills and knowledge in whatever way shows them off to best advantage. By suggesting a structure within which information can be collected and written up, employees are assisted in the thinking-through and writing-up process.

The difficulty comes in teasing out the specific information most helpful to the reviewing school personnel in their decision-making. Presently, because the reviews at MATC are considered on a case-by-case basis and instructors of individual courses hold interviews with applicants for credit in their courses, there is little standardization. Therefore, designing a format to meet the needs of all parties can be challenging. The resulting product, however, can ultimately assist the school to conduct their reviews in a more timely and standardized manner.

While this project was dedicated to working with the printing industry and the MATC diploma program, the general approach and format could easily be customized to other school programs. The process of gathering and displaying information on acquired skills and knowledge would be similar and the portfolio approach is flexible enough to accommodate almost every subject area. It is an excellent example of the use of a competency or presentation portfolio in a workplace setting.

SUMMARY EVALUATION

The goals of this project were (1) to further refine and test a collaborative approach to planning portfolio assessment and (2) to test the viability of portfolio assessment in several adult basic education settings, including two workplace education programs and science module courses for adult high school equivalency students. This summary evaluation of overall project results is organized in two sections corresponding to these two goals. An important source of evaluative information were group and individual interviews with project staff at the conclusion of the project. Comments from these interviews are included in the following discussion. The teachers' comments also reflect feedback from final interviews with students about their portfolio experience.

Evaluation of the Portfolio Planning Approach

We used a planning approach that involved teachers in clarifying and prioritizing goals of instruction, describing current instructional activities and assessment strategies related to those goals, selecting most appropriate types of portfolio assessment, and designing portfolio materials. The teachers took considerable responsibility for developing portfolio materials and revising them as needed during pilot-testing. An important aspect of the planning approach was the opportunity for teachers to discuss ideas and strategies with other teachers and program staff. Collective problem-solving and revision of portfolio materials was encouraged at group meetings throughout the pilot study.

Strengths

Teacher reflection on instruction. One valuable element of the planning approach was the chance for teachers to reflect on and assess their instructional goals and practices. For example, Lynn, the science teacher, commented that the process helped her clarify what she believed was most valuable for her to accomplish with the students in her class, and to select corresponding assessments. The process also helped the teachers identify needs for more systematic documentation of student learning, and demonstrated how portfolio assessment could meet those needs. Through this process of reflection, some of the strengths and limitations of current practice became evident for the first time. In the workplace setting, for example, this process revealed the need for more comprehensive initial assessment procedures. Our monthly meetings encouraged the teachers to reflect on and strengthen their assessment strategies throughout the pilot project; in other words, reflection fostered constant improvement in practice. Teacher journals were another strategy that was planned to promote teacher reflection as well as to document the pilot activities. The teachers were not very enthusiastic about devoting extra time to such written reflection, and the journals were not used substantially. However, in the 1993-94 project, journals were used more extensively and did prove to be valuable for encouraging teacher reflection.

Integration of existing materials. The collaborative planning approach allowed the teachers to integrate some of their current assessments and instructional materials into the portfolio (rather than trying to adopt a totally new collection of portfolio materials). For example, several workplace student assessment tools became part of the more comprehensive collection of initial assessments developed as part of the portfolio process. The science teacher incorporated her lab report forms and quizzes. This use of existing materials was helpful in keeping portfolio documentation more manageable and facilitating the integration of portfolio assessment with current instructional and assessment practices.

Context-specific assessment strategies. The collaborative planning process also enabled the teachers to design portfolio assessment strategies that met the needs of their particular program and students. The portfolio assessment strategies developed and tested in this year's project are very different from the portfolios developed in the 1993-1994 portfolio pilot project. For example, the workplace instructors decided to use an initial interview and learning plan with their students, which were also elements of the previous year's portfolio. However, the interview guide was much shorter, reflecting the greater time demands perceived by the workplace instructors, and questions

were specific to the workplace context. Using the previous year's portfolio as an example, the workplace teachers also decided to use a learning log. However, they incorporated student reflection into the log rather than using a separate form, due to their strong desire to minimize additional paperwork. The science teacher chose to adapt some different portfolio materials. She adapted the weekly reflection guide and vocabulary log for use with her classes. All of the teachers also modified some sample documents we drew from other sources for their portfolios. As their reports indicated, during the pilot test the teachers continued to modify the portfolio process to better meet their student needs and the particular constraints of their sites. Clearly, it seems that providing teachers with a wide range of examples, but giving them the opportunity and support to create their own portfolio strategies is an important element of the planning approach.

Broader outcomes for teachers. The portfolio planning approach had some other significant outcomes, beyond the development of portfolio assessment alone. Involvement in the project affected the teachers' beliefs about assessment and the value that they placed on it. For example, at our final group meeting, Lynn commented that the project changed how she viewed assessment, from something that was driven by outside expectations to a process in which she had the power to decide what should be assessed. Wendy felt that the most important things she learned from the project were the importance of keeping more student progress data and record-keeping, and the value of pre- and post-testing to show progress. She stated that she now intends to use two tools developed in the project - the initial interview guide and the learning plan - with all of the students in her program. As these comments indicate, the project motivated teachers to consider ways of strengthening their assessment strategies beyond the duration of the project, or the particular applications of portfolio assessment that we pilot-tested. At our last meeting, we discussed ways that future staff development activities could be created to share the project results, and support ongoing development of portfolio assessment by other teachers. Significantly, this idea was initiated by the group (not part of our project agenda), reflecting the value that the teachers placed on portfolio assessment as a result of the project.

Limitations

Understanding of portfolio assessment. In our final discussions about the overall project, the teachers admitted that they did not have a good understanding of portfolio assessment during the early stages of the project, despite all the information we gave them. They expressed a desire for more concrete examples of completed portfolios. We did give them copies of all the portfolio materials from the 1993-1994 project, as well as materials from other sources. However, a problem, particularly for the workplace teachers, was that the materials did not seem to translate easily into something they could envision using in their particular context. In addition, they wanted a better picture of the final product that would pull all of these materials together. Their comments suggest an important observation about portfolios more generally. The portfolio documents alone are meaningless without the substance of a student's learning portrayed through them. Portfolios are intended to be *purposeful* collections of student work, that tell a "story" about student's progress or accomplishments (Arter & Spandel, 1992). Accordingly, it seems logical that teachers should be provided with completed "stories" as examples, not simply the pieces that might be used to create these stories. Completed portfolios might also be much more compelling examples of the value of portfolio assessment.

Missing elements of portfolio assessment. Certain important elements of portfolio assessment were neglected in our planning process. Documentation strategies for student reflection were minimized, particularly in the workplace portfolios. This resulted partly from the teachers' desire to keep additional student work at a minimum. However, after the pilot test, they realized that students needed more opportunities to develop reflective thinking through the portfolio process. The teachers also expressed a need for more staff development to increase their own ability to identify and teach reflective thinking skills. This might be an area to target for more detailed attention in the initial planning process or in later staff development sessions. We also did not deal adequately with specific criteria and procedures for evaluation of student progress. In the

workplace situation, criteria were difficult to specify in advance because of the diversity of student goals. Since the primary audience for these portfolios were the students themselves, we decided to let student goals be the benchmarks for measuring student progress. In the science class, the teacher specified a variety of assessment tools related to broad course goals, as well as final teacher and student assessment of progress reports. However, specific skills or indicators of progress were not well-articulated. This was also a problematic area last year; there are few relevant models in the literature. Greater attention should be devoted to the evaluative aspect of portfolio assessment, either in the initial planning process or in later staff development sessions. Both student reflection and evaluation of student learning are discussed further in later sections on Evaluation of Portfolio Assessment and Recommendations.

Teacher collaboration. There are many potential benefits from bringing teachers together to plan portfolio assessment strategies. In the 1993-94 pilot project, we found that the teachers were able to share materials, problem-solve, and generally serve as important resources for each other during the planning and pilot-testing of the portfolio approach. The teachers identified this collaboration as one of the most important benefits of the project. In this year's project, the workplace teachers were also able to engage in this type of mutual support. However, the very different context of the science classes limited the extent that Lynn, the science teacher, could obtain such support from the workplace teachers. In addition, it seemed most efficient to hold separate planning sessions for workplace and science when it became apparent that their portfolio assessment strategies would differ considerably. While the project coordinator gave Lynn considerable support, in retrospect it would have been desirable to include another module course teacher, to allow more exchange of ideas and materials.

Limited pilot testing. In the 1993-94 pilot project, the portfolio planning process was initiated and completed in spring and summer, prior to a pilot test that began in the fall and continued through the spring semester. In this year's project, we were not able to begin planning with the teachers until the beginning of the fall semester. With an intensive schedule of planning sessions, the science teacher began using elements of the portfolio in mid-October, but continued to work on developing the complete portfolio process through December. The workplace teachers began working with students using portfolio elements in November, while also continuing to develop the complete process. In both last year's and this year's study, we found that it takes some time for teachers and students to become comfortable with using portfolios. This year, it seemed that there was not enough time for the teachers and students to get far beyond the initial stages of gaining familiarity with the process. Students also had less time in instruction to serve as a basis for portfolio development. Completing the planning process prior to at least two semesters of pilot testing seems to be preferable. It might also be effective to plan and implement the portfolio approach in stages, allowing teachers to master a few elements prior to incorporating other elements.

On-site support. Due to time limitations and other constraints, the project director and coordinator made only one site visit to each workplace program during the project. These visits were extremely helpful in clarifying our mutual understanding of the portfolio process, how it might be implemented, and suggesting areas for improvement. A greater number of these visits, particularly in the earlier stages of the project, might have helped the teachers begin the piloting with greater understanding and comfort with the process. In contrast, the project coordinator gave the science teacher extensive support, particularly in the spring semester, becoming in effect a "teacher's aide" in the classroom. Lynn observed that without such support, she would not have been able to complete portfolios with as many students as she did. It is probably not realistic to recommend that a teacher's aide be available for classroom teachers who are piloting portfolio assessment. However, it may be important for teachers new to portfolio assessment to experiment with a small number of students at first. Lynn found that even a class of ten was too large for her to manage with portfolio assessment; teachers might find that a group of five or fewer students is a more realistic number for pilot testing of a new approach.

Evaluation of Portfolio Assessment Strategies

This section identifies strengths and limitations of the portfolio assessment strategies that were developed in this project. These findings are compared with the 1993-1994 pilot project results. Strengths and limitations of the competency portfolio for experiential credit are described separately.

Strengths

Systematic documentation. A major strength of the portfolio approach in all settings was more systematic documentation of student learning. In the workplace programs, with no required testing, most initial assessment was informal and unrecorded. As part of the portfolio process, the teachers developed a wide range of initial assessments that corresponded to the most common student needs and instructional goals. The initial assessment checklist provided a convenient summary of assessment tools and reference for instructional planning. Student work was compiled more systematically for review and potential inclusion in the portfolio. Lynn also developed a variety of initial assessment tools for the science class, and students collected all their work in binders. An additional benefit was that students began to use the material in their binders for reference - an example of a helpful learning strategy that might be applied in other courses.

Ongoing clarification and focus on goals. The workplace teachers observed that the portfolio's initial interview and learning plan helped students identify initial goals as well as to periodically reconsider these goals. Lynn felt that in the science class, the portfolio approach provided a structure that helped her maintain a focus on the course goals and planned activities; otherwise, the demands of handling a diverse group of students created a tendency to rely on workbooks and interfered with advance planning.

Concrete evidence of progress. Another benefit of the portfolio identified by all teachers was the concrete evidence of progress that it provided to students. They felt in particular that the completed portfolio had a positive impact on students' self-esteem. Linda observed that in the workplace, employees can feel like they are only "cogs in a wheel;" portfolios can give individuals more recognition for their accomplishments. When asked to react to student portfolios, training directors and supervisors at the workplace sites were enthusiastic about the evidence of accomplishment that portfolios offered. Lynn described her science students' pride in their completed portfolios, and their desire to show the portfolio to family and friends.

Organization and structure. Students as well as teachers seemed to appreciate the structure that portfolio assessment provided, both for the process of learning as well as for organizing learning materials. In the science class, for example, the students found that the portfolio system helped them keep track of their various assignments, and reminded them of what they should complete. The portfolio process also required workplace students to be more organized in keeping track of learning assignments and following a systematic plan of study; this is perhaps particularly helpful in the open instructional lab setting where students' plan of study is individualized and self-paced.

Limitations

Time. The additional time that portfolio assessment would require was identified as a potential problem in the planning process, and had emerged as a problem in last year's project. Time was a concern for the workplace teachers in particular since many of their students study for brief periods of time during breaks, before or after work. While we reduced the paperwork and time required for portfolio-related activities, the workplace teachers still found that some students were reluctant to take time for documentation, such as the learning log, or were difficult to schedule for conferences. While the workplace teachers were able to manage much of their own portfolio work with students during regular instructional time, they felt that using portfolios with a larger number of students would have been difficult. Since the workplace portfolio process already is very

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to the process.

In the science class, Lynn also found limited time to be a problem. The class format made it possible for her to work with the whole group of students on some portfolio-related activities, such as the weekly reflection guide. However, she found it difficult to allocate time to these activities and meet the need she felt to cover a certain amount of content in each module. Preparing the final portfolio required one-on-one time with each student. She attempted to accommodate this by scheduling individual conferences with students at the end of each class module. However, this required a considerable amount of extra time of her as instructor. In addition, students were not always willing or able to participate in these conferences.

Student reflection. As noted in discussion of the planning process, there were not sufficient opportunities for student reflection in the portfolio process. The teachers found that students experienced difficulty with the self-reflective aspects of the portfolio, and surmised that students need more direct instruction and practice in reflection. Reflection may not be encouraged in the jobs held by most workplace education students, and thus the self-reflective activities might have required them to exercise underutilized abilities. In the science class, Lynn speculated that her ESL students' difficulty with reflective thinking might be partly due to language barriers and cultural differences in thinking styles. All of the teachers expressed their own need for more training in how to define and teach reflective thinking skills.

Attendance. Irregular student attendance affected the use of portfolios in all settings. For the pilot study, the workplace teachers tried to identify students whom they felt would have regular attendance. However, as their reports describe, even among these students, many stopped attending or came to the center for only a few sessions. In the science modules, many students missed classes and didn't complete corresponding activities. Irregular attendance prevented students from accumulating enough evidence of learning progress to make developing a portfolio seem worthwhile.

Student ownership. A potentially valuable aspect of portfolio assessment is greater student involvement in the assessment process. In theory, particularly for adult students, this involvement should include student responsibility for collecting materials and documenting their learning. However, the teachers found that most students needed considerable guidance and "prodding" to keep records of progress, such as the learning log and reflection guides. Linda suggested that this was partly a matter of "training" students to make such documentation part of their regular routine. She also believed that students did not see the value of this documentation until they prepared the final portfolio. Student ownership may also depend on whether students perceive that the portfolio will help them accomplish their goals. A workplace student who took the most ownership for documenting her learning wanted to use the portfolio for job advancement. Lynn believed that some portfolio activities were neglected by students in the science course because she did not integrate them adequately as ongoing classroom activities. It seems evident student ownership of the portfolio process depends partly on their perceptions of its value and significance. Making portfolio activities an integral component of instruction seems to be one way to convey their importance.

Diversity of student abilities. While we developed only one basic set of portfolio activities for each setting, teachers were working with students who differed greatly in their reading, writing, and speaking skills. In the science classes and at one worksite, a number of students were second language learners. The portfolio activities required reading and writing skills that may have been too challenging for some students. Expressing their ideas orally in conferences may also have been difficult for some students. In a positive sense, the portfolio provides opportunities for students to further develop their written and oral communication skills. However, it also seems desirable to develop alternative portfolio activities geared to students at different ability levels.

Evaluation of learning. The final student portfolios created in the workplace and science classes display the variety of activities that students completed during their participation in the programs. However, the skills and knowledge that are reflected in these portfolios, or the extent that students developed new skills as a result of their participation, is not readily apparent in many

cases. The sample portfolio from the Royle program provides perhaps the best example of a portfolio that demonstrates the learner's new mastery of work-related skills, through examples of concrete activities she completed through her work in the program. The science students' portfolios also do not provide a clear picture of what students did or did not learn in relation to the intended objectives of the course. These portfolios were planned with students as the primary audience, and perhaps they have less need for a detailed assessment of abilities. However, for other audiences, a way of judging progress made towards mastering content or more specific skills may be essential.

Curriculum and instruction issues. Portfolio assessment is most compatible with learner-centered instruction, that involves learners in developing abilities through engagement in meaningful, "authentic" literacy activities. The value of portfolio assessment lies in its potential to reflect this meaningful use of literacy through samples of students' ability to apply reading and writing to realistic tasks or situations. Typically, a skills-based approach to instruction is not well-suited to portfolio assessment (Fingeret, 1993). In the workplace and science classes, some instruction involved activities that might be considered compatible with portfolio assessment. For example, some workplace students developed resumes, wrote articles for the workplace newsletter, or prepared memos and letters. The science students did chemistry experiments, used microscopes, and collected data on weather patterns, among other hands-on activities. However, a considerable amount of instruction in the workplace was skills-oriented, involving workbook or computer-based exercises. Most students at the workplace sites devoted considerable time to mastering typing and word-processing skills. The vast majority of the science students were enrolled in MATC's Competency-based High School Completion program (5.09). Lynn noted in her journal and report, the students stated they wanted to focus on mastering the required competencies that comprised the science component of the program. Ultimately, she felt compelled to give increasing attention to the skills and knowledge specific to the competencies. As a result many activities she felt could be very meaningful, including portfolio-related activities, were not pursued as thoroughly as initially planned. For all sites, this situation led to the inclusion of materials, such as workbook pages, that do not provide the most meaningful evidence of students' literacy abilities for portfolio assessment.

Comparison to 1993-94 Pilot Project Findings

In the 1993-94 project, we developed and pilot-tested a portfolio assessment process in three of MATC's learning centers. In that project, the portfolio strategies were designed specifically to assess growth in reading, writing, and learning-to-learn skills. The process was used with students who received individualized instruction in an open instructional lab setting. Many students had the goal of preparing for the GED test. The portfolio process and materials were different in many ways from the portfolio strategies developed this year for the workplace program and the science module courses, but there were many similar strengths and limitations, as well as some important differences.

All of the strengths of portfolio assessment identified in this year's project - systematic documentation of progress, clarification and focus on goals, concrete evidence of progress - were also evident in the 1993-94 pilot study. These strengths partly reflect the more comprehensive framework for assessment that a portfolio approach offers. These strengths also can be attributed to the nature of portfolio assessment as a continuous process of documentation and assessment, rather than isolated instances of testing.

Many of portfolio assessment's limitations identified this year were also found last year. Limited time, students' difficulty with reflection, irregular attendance, lack of student ownership, and conflicts with skills-oriented curricula were all problems that interfered with the successful use of portfolios in the learning center programs. Evaluation of defined learning criteria was more clearly structured in last year's portfolio, but it was quite challenging for teachers and students, was done inconsistently, and generated some conflicts between the use of predetermined versus. learner-specific evaluation criteria. Some ways to address these common issues are suggested in

the final Recommendations section.

Several differences in the projects' results are worth noting. In this year's project, paperwork was reduced considerably in comparison to the portfolio process used in last year's study. Accordingly, there were fewer complaints from teachers and students about being overwhelmed and confused by a myriad of forms. In addition, last year's portfolio approach included both a structured working portfolio that students maintained continuously, as well as a "summary" portfolio that was created at the end of instruction. In this year's project, students kept their work and documentation such as learning logs in a simple work folder, and created a progress portfolio at the end of instruction. This approach also helped reduce paperwork and made the process less burdensome for teachers and students. Another difference was in the impact of using portfolios on instruction. The portfolio approach developed in the 1993-1994 project included a number of documentation tools, such as an outside reading log, vocabulary log, reflection guides, that prompted the teachers to use new instructional strategies, such as incorporating more real-life reading materials. The use of portfolios seemed to have a less obvious impact on instruction in the workplace setting, undoubtedly because fewer new documentation tools were created and used. The impact of using portfolio assessment on instruction in the science module courses was difficult to assess, because the teacher was planning and teaching each module for the first time. Using portfolios did seem to encourage her to use experiments and other hands-on activities, as she describes in her report.

Competency Portfolio for Experiential Credit

An additional component of the project was the development of a competency portfolio framework for individuals applying for experiential credit in the Printing Program at MATC. Perhaps the most important evidence of the portfolio's strength is the positive reaction from the MATC Experiential Learning Advocate and printing instructor who reviewed the completed sample portfolio. The workplace teachers also felt that the framework offered a valuable guide for compiling relevant documentation. This portfolio may help to address the considerable interest among workers in getting experiential credit towards a vocational diploma or degree program. At the end of the project, Linda identified enough interest at Royle to hold a group introduction to the competency portfolio and process of earning experiential credit. The competency portfolio seems to be an effective way to promote transitions from workplace education to technical college programs.

Limitations of the competency portfolio relate primarily to the need for course information and requirements specific to each program. While the general portfolio framework can be used as a model, course objectives and general program requirements will need to be identified for competency portfolios in different program areas. It can be time-consuming to locate such information and ensure that it is kept up-to-date. The success of the portfolio approach also will depend on the receptivity of counselors and instructors who approve experiential credit applications.

RECOMMENDATIONS

This section presents recommendations for adult basic education staff and program administrators who would like to develop portfolio assessment processes in their programs. A series of recommendations were made in the 1993-1994 project report, which still hold as appropriate. The recommendations are grouped into three phases: planning, using, and improving portfolio assessment. These recommendations are repeated here, followed by additional suggestions drawn from the results of this year's project. In the earlier report, it was emphasized that developing portfolio assessment is a cyclical rather than a linear process; it is becoming increasing apparent that these "phases" actually consist of processes of experimentation and reflection that cannot be easily categorized or separated in actual practice. For additional guidance in planning, Arter and Spandel (1992), Fingeret (1993), and MacKillop (1994) are useful guides. Schneider & Clarke (1993) provide a particularly extensive compendium of assessment forms and

documentation strategies.

Planning Portfolio Assessment

1. FIRST, consider if portfolio assessment is appropriate and feasible given your existing curriculum, student goals, and instructional format.

2. Develop a portfolio assessment process specific to your own situation.

3. Use a collaborative planning approach that involves the teachers who will use the portfolio process.

4. Define the purpose(s) and audience(s) for portfolio assessment PRIOR to developing the portfolio materials.

5. Be selective at first in what you plan to assess. Have realistic expectations about how the portfolio process will work and the final products of the process. (Hayes, Kretschmann, Berry, 1994, p. 46)

The first recommendation is worth emphasizing. At the start of our project, we assumed that the workplace education and science class modules would be well-suited to portfolio assessment. However, we found that reliance on workbooks, skills-oriented computer-based instruction, and the competency-based 5.09 curriculum placed limitations on the extent that authentic evidence of progress could be documented in these settings. Some students' focus on very short-term goals made portfolios seem inappropriate in the workplace programs. While we were committed to testing portfolio assessment despite these barriers, in other situations portfolio assessment might not be worth the time and effort, unless there is also commitment to considering broader changes in curriculum and instruction.

A number of more specific suggestions can be added to these recommendations, based on this year's study. First, while it is important to develop context-specific portfolio strategies, *concrete examples of completed portfolios* might be helpful in introducing portfolio assessment to teachers involved in the planning process. Some hypothetical examples could even be constructed if no "real" student portfolios are available. Inviting teachers from other classes or programs who have already used portfolio assessment to talk about their experiences could also be helpful in clarifying what the process might entail.

Collaborative work is extremely valuable in the planning and piloting of portfolio assessment - and undoubtedly for other instructional innovations. It might be helpful to have *teachers work with partners* who are involved in similar program areas. On-site support is also important as teachers begin to use portfolio strategies. Teachers might give each other such support by visiting each other's classes or working jointly on portfolio assessment with students if no support staff are available.

Collaboration with students might also be quite helpful in the planning stages. Student input, for example, might suggest ways to overcome the problems of student ownership that we experienced in our project. Collaboration with the MATC Experiential Learning Advocate and program instructors was obviously essential to the development of the competency portfolio for experiential credit. The input of employers during initial planning stages could also be helpful in designing portfolios that demonstrate mastery of workplace skills. However, as one workplace teacher cautioned, since employers are not actually involved in instruction and assessment, they may not be able to give appropriate suggestions for many of the actual assessment strategies.

Promoting student reflection and evaluation of learning are two areas that are likely to be challenging in planning and using portfolio assessment. Considerable time and attention should be allocated to these areas during the planning process. Additional resource material would

undoubtedly be helpful as a source of information and strategies. While locating such resources was beyond the scope of this year's project, we feel it is a priority for improving the use of portfolios in the future.

Finally, *the importance of selectivity* became even clearer in this year's study. Even within one program, it might be most realistic and appropriate to plan for selective use of portfolios with certain groups of students. For example, at the end of the project, Wendy identified three potential groups of workplace students who might benefit from portfolio assessment: (1) employees who wish to develop and demonstrate new skills to move into new job positions, (2) students with long-term goals for study in the center, and (3) students who wish to develop and demonstrate skills for transition to other academic programs. Even after her year of experience with the project (or perhaps <u>because</u> of her experience) she indicated that her intention was to work on portfolio assessment with only one group at first - a more focused goal than she had at the outset of the project, and a good example of becoming selective in planning.

Using Portfolio Assessment

6. Implement the process gradually, allowing time for experimentation and improvement.

7. Develop ways to communicate the purpose and value of portfolio assessment to your students, to increase their commitment to the process.

8. Schedule additional time for student-teacher conferences as well as teacher record-keeping; this will <u>enhance</u> instruction, not detract from it.

9. Keep the process for collecting portfolio materials flexible, to accommodate individual differences in goals, learning activities, and schedules. (Hayes, Kretschmann, Berry, 1994, pp. 46-47)

Our experience in this study reinforced the idea that portfolio assessment should be implemented gradually. Teachers need an initial period of time to get comfortable with new forms of documentation and ways of working with students. We also realized that it might be most feasible to *plan and pilot different elements of portfolio assessment in stages*. A first stage would be developing and using more systematic initial assessment methods, systematic collection of materials and documentation of student learning. A second stage would involve students in more reflection about their learning, and identifying ways to increase their reflective abilities. A third stage would focus on means of evaluating the collected materials, including student reflection, for indicators of learning. These stages reflect what seemed to be the natural progression that occurred in our project. We were most successful in the areas identified here as the first stage of development, and by the end of the project, the teachers were most concerned about students' difficulty with reflection. Attention to better methods of evaluating student learning would become increasingly important as portfolios are shared with other audiences, especially program evaluators or funders.

A second suggestion is to *involve small numbers of students* in the portfolio process at first. We have heard of programs with plans to implement a new portfolio assessment system with hundreds of students at once. Based on our experience, it is hard for us to imagine that such an approach would be successful - and would likely lead to frustration and disillusionment with portfolio assessment without an adequate trial period. In the science class, Lynn found it difficult to construct portfolios with the entire group of students without assistance. As teachers gain more expertise in portfolio assessment, and as the process is refined, it may be possible to gradually involve greater numbers of students.

Developing student ownership has been an ongoing challenge in our studies. Students need to begin the process with a good understanding of their role and the ultimate value of the portfolio. Examples of completed portfolios might be effective tools for introducing students to the approach

and what they might gain from it. Opportunities to talk with other students who have used portfolios for transitions to new jobs or for experiential credit might also increase their interest and motivation. It also seems important to connect portfolios to students' more long-range goals. For example, one workplace student who assumed considerable ownership for her portfolio was highly motivated by her desire to change jobs. While portfolios can increase student sense of accomplishment and personal satisfaction, ultimately it may be that other purposes will create the most student commitment to portfolios.

Improving Portfolio Assessment

10. Plan ongoing opportunities for staff development (or your own learning activities) to address new skills required for portfolio assessment (such as using criteria for assessment, helping students identify goals, recording student behavior).

11. Monitor and provide feedback to students as they learn to use the portfolio materials - they are learning new skills, too.

12. Distinguish between weaknesses in portfolio assessment and weaknesses in curricula and program structure that affect student learning: you may need to tackle programmatic problems before portfolio assessment will be successful. (Hayes, Kretschmann, Berry, 1994, p. 47)

Promoting student reflection and evaluation of learning are two areas that are likely topics for ongoing staff development, along with attention in initial planning stages. In fact, it might be most effective to deal with these topics when teachers are working with students and can apply new ideas immediately. Students will also need direct instruction in these areas. Developing instructional strategies for these areas and making them part of the curriculum may be a good way to ensure that students develop necessary skills.

Some of the problems that we experienced, such as irregular student attendance, reflect the broader context of adult basic education rather than problems inherent in portfolio assessment. Such problems need to be confronted directly. In addition, many of our current models for portfolio assessment are based on K-12 classroom situations, and creating more appropriate and feasible portfolio strategies for adult basic education requires considerable experimentation. Totally new approaches may be necessary. For example, while K-12 teachers use portfolios with entire classes, they have many more hours of contact time with students than teachers in most ABE classes. One alternative for group situations in adult basic education might be the development of group portfolios. Such portfolios would represent the collective learning of the class, with representative contributions from individual students. All class members could collaborate on the construction of the portfolio, making it an opportunity for cooperative learning. Each student would receive a copy of the final portfolio. The group portfolio would also serve as excellent evidence for evaluation of instruction. Similar kinds of innovations might overcome other constraints on the use and value of portfolios, and contribute to broader improvements in assessment.

CONCLUSION

The results of this project have confirmed the value of ongoing experimentation with portfolio assessment in different adult basic education settings. Our findings have reinforced some previous ideas about effective planning and use of portfolios, as well as expanded our understanding of ways to address recurring issues. We have seen how portfolio assessment can prompt teachers to work more closely with students and with each other to document - and expand - learning in adult basic education. The enthusiasm of teachers and students about their portfolios serves as the best evidence that portfolio assessment is worth pursuing. And in a more general sense, our work suggests the value of involving teachers in collective efforts to improve their practice.

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APPENDICES

1. Portfolio Brochure & Portfolio Teacher Tips

2. Tables: Student Information

3. See Thao Progress Portfolio (Science Module)

4. Pao Yang Progress Portfolio (Oscar Mayer)

5. Bobbi Offord Progress Portfolio (Royle Communications)

6. Competency Portfolio Materials (MATC Printing Program)

MADISON AREA TECHNICAL COLLEGE
1994-95 PORTFOLIO PILOT PROJECT

Betty Hayes, University of Wisconsin-Madison
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Alternative Learning Division, 608-258-2455

What Is A Progress Portfolio?

A progress portfolio is a way to display your progress, strengths and experiences as a learner. It provides a chance to build a picture that shows what you, a student, have actually done in a class or other learning situation. The portfolio itself is a folder, notebook, or other collection of work selected by you and your teacher. It includes an explanation of why this work is important and your own thoughts about what you have learned. By reviewing the work in the portfolio, you and other people should be able to see how you have progressed in your learning.

Why Make A Portfolio?

A portfolio will give you concrete evidence of how much you have learned in a course or other learning experience. It can be more meaningful than test scores because it includes examples of what you can actually read, write, understand, and do. The portfolio is not just a folder of all your work. It includes only most important samples of your learning and an explanation of why these samples were chosen, so it is easy to see what kind of progress you have made. The portfolio is something you can keep as a record of your accomplishments in the program. You also can share your portfolio with teachers, employers, family and others when they need to see evidence of your progress.

What Goes Into A Progress Portfolio?

The portfolio will include the **initial assessments** of your skills and knowledge, to show where you started and what you needed to learn. It will contain **samples** of the learning activities that you complete for class, to show what you have learned. These might be papers you wrote, vocabulary logs, articles that you read or other activities that you select. You will write an **explanation of why you chose these samples** for the portfolio. The portfolio will include a **description of the class and a final summary written by the teacher.** You also will prepare an **assessment of your learning** for the portfolio.

When and How Do I Make My Portfolio?

You will collect all of your work during class in a work folder. At the end of the course, the teacher will meet with you to help you choose samples for your portfolio from the work folder. Together you will review your work and talk about the progress you have made. The teacher will give you forms and other material to help you organize the portfolio. You can choose a folder, notebook, or whatever cover you prefer for your portfolio.

PORTFOLIO TEACHER TIPS

This is a guide of suggested ways to introduce the portfolio and forms to students.

INITIAL INTERVIEW

The purpose of the initial interview is to obtain information about a student's current skill level, learning strategies, barriers to learning, and long- and short-term goals. You should ask students the questions and document their answers on the form. Feel free to ask the students to read what you have written so that it reflects what they actually said. Initial assessments and an assessor's summary sheet should be completed following the initial interview.

ASSESSOR'S SUMMARY SHEET

An assessor's summary sheet should be completed after the *Initial Interview*. The summary sheet will be individualized to each student. Based on the student's identified goals, learning strategies and timeline, optional assessments may be scheduled to provide a better picture of the student's baseline skills. The results of the assessments may also support or indicate needed revisions in the learning plan.

LEARNING PLAN

The purpose of a learning plan is to allow the student to think about, identify, and prioritize learning goals. The initial interview can give you and the student many suggestions for goals.
The question, "What do you want to learn?" is meant to elicit the short-term, specific goals that the learner would like to accomplish during the current course of study.

The question,"How do you plan to do it and when do you plan to do it?" requires that you and the student carefully consider available study time and scheduling constraints, as well as identifying current and potential learning strategies.

The Progress and Date Evaluated section of the form allows for on-going evaluation and reevaluation of goals, or this portion of the form can be filled out during student-teacher conferences. When completing the form be sure to specify the *Dates for Review* in the top right hand corner. The learning plan should be reviewed periodically or as the instructor deems necessary.

LEARNING LOG

The learning log uses the goals identified in the learning plan as the basis for documenting specific learning activities, identifying those skills learned and those the student needs help with, and planning the activities on which to focus next. The log also provides an opportunity for student reflection.

TEACHER ANECDOTAL COMMENTS

The purpose of the teacher anecdotal comments is to allow the teacher to make observations about a student or review portfolio material by describing the event, process or product but **not** evaluating. This form can be used periodically for each student and is a good way to document aspects of the student's learning that the portfolio is not otherwise showing. The student may read this form at any time.

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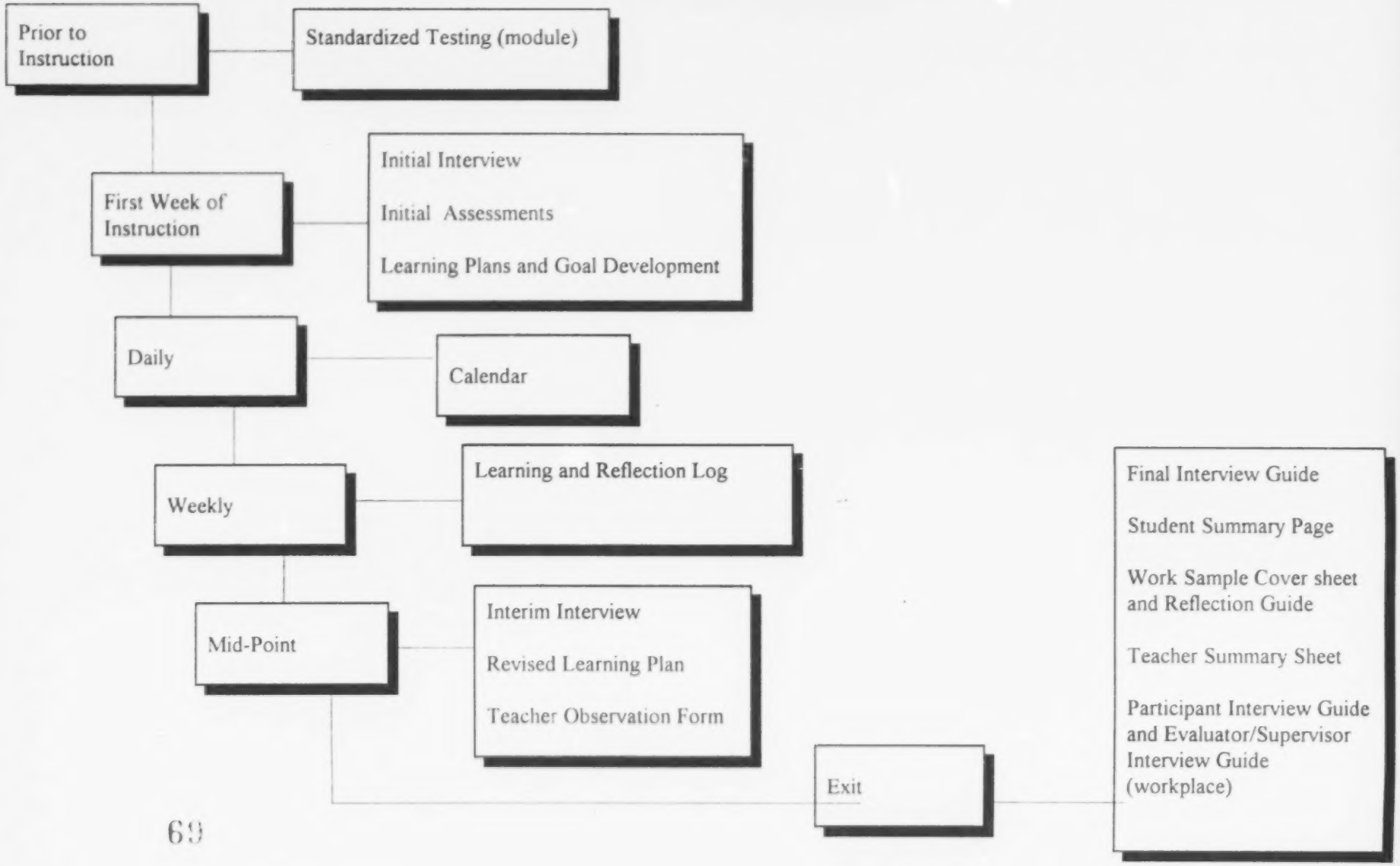
PROGRESS PORTFOLIO ASSESSMENT GUIDE



Portfolio 1994-95
STUDENT INFORMATION

SITE: SCIENCE MODULE - **Earth Science**
October 17 - December 13, 1995
MATC DOWNTOWN CAMPUS
Total Class Hours - 48

Instructor: Lynn Bartoszek

Total Number of Students enrolled = 8
Total Number completing portfolio = 4

Student	Age	Sex	Ethnicity	Reading Level	ABE/ESL	Attendance Hours	Additional Comments
1	52	M	Black	12	ABE	20	Participation irregular, little understanding of, or enthusiasm for portfolio
2	36	F	Asian	8	ESL	33	5.09 student, completed earth science competencies
3	20	M	Asian	5	ESL	32	5.09 student, completed earth science competencies
4	29	F	Black	10	ABE	15	Difficulty finishing GED Works and has small children

Portfolio 1994-95
STUDENT INFORMATION

SITE: SCIENCE MODULE - **Chemistry/Physics**
January 18 - March 10, 1995
MATC DOWNTOWN CAMPUS
Total Class Hours - 40

Instructor: Lynn Bartoszek

Total Number of Students enrolled = 16
Total Number Completing Portfolio = 7

Student	Age	Sex	Ethnicity	Reading Level	ABE/ESL	Attendance Hours	Additional Comments
1	52	M	Black	12	ABE	21	Student has attention problems.
2	24	F	White	4	ABE	24	Material was difficult for this student, but she participated enthusiastically.
3	21	M	Asian	4	ESL	18	5.09 student. Reads with great difficulty. Very interested in physics experiments
4	67	M	Black	9	ESL	24	5.09 student, good class participation
5	19	F	Asian	6	ESL	19	5.09 student. Student very tired all of the time, three very young children
6	36	F	Asian	8	ESL	24	5.09 student, excellent class articipation, finished HSED
7	20	M	Asian	5	ESL	31	5.09 student, number oriented, very interested in chemical formulas.

Portfolio 1994-95
STUDENT INFORMATION

SITE: SCIENCE MODULE - **Biology**
March 13 - May 12, 1995
MATC DOWNTOWN CAMPUS
Total Class Hours - 46.5

Instructor: Lynn Bartoszek

Total Number of Students Enrolled = 17
Total Completing Portfolio = 5

Student	Age	Sex	Ethnicity	Reading Level	ABE/ESL	Attendance Hours	Additional Comments
1	21	M	Asian	4	ESL	32	5.09 student, completed small number of competencies
2	22	M	Mixed	11	ABE	28	5.09 student, very good critical thinking skills
3	24	F	White	4	ABE	25	Very difficult material for this student. Would benefit from retaking class. Wants to become a nurse.
4	20	M	Asian	8	ESL	34	5.09, completed biology competencies, very good participation in experiments.
5	22	F	Hispanic	4	ESL	35	5.09 student, great difficulty reading, good spoken English and very good science skills

Portfolio 1994-95
STUDENT INFORMATION

WORK SITE: **OSCAR MAYER PERSONAL DEVELOPMENT CENTER**
Oscar Mayer Corporation, Madison, Wisconsin
Total Number Participating in Portfolio Project = 4
Total Continuing in Project 1 (possibly 2)

Instructor: Wendy Arena

Student	Age	Sex	Ethnicity	Reading Level	ABE/ESL	Attendance Hours	Additional Comments
1	38	M	White	unknown	ABE	Approx. 5/wk for first 2 mo.	Third month, little attendance. Seems to have lost interest in project.
2	28	M	Asian	unknown	ESL	9	Working hours changed. No time to work in Center now.
3	45	M	White	unknown	ESL	6	Working two jobs. Time too limited. Wants to improve English and start own business.
4	29	M	Asian	unknown	ESL	12-15 hrs/wk	Motivated student impressed and surprised by his portfolio. Shared it with his manager.

Portfolio 1994-95
STUDENT INFORMATION

WORK SITE: SHED (Self Help Education Development Center)
Royle Printing
Sun Prairie, Wisconsin
Total Number Recruited for Portfolio Project = 6
Total Number Continuing in Project = 2 Instructor: Linda Miller

Student	Age	Sex	Ethnicity	Reading Level	ABE/ESL	Attendance Hours	Additional Comments
1	33	F	White	unknown	ABE	46	Used portfolio to attain promotion to a higher paying, more rewarding position.
2	36	M	White	unknown	ABE	30	Continuing portfolio use to document progress in achieving computer and keyboarding skills.
3	34	F	White	unknown	ABE	8	Obtained goal of attaining new position prior to starting portfolio.
4	37	M	White	unknown	ABE	4	Workload increased, not enough available time to study.
5	25	M	White	unknown	ABE	4	Needs to improve writing skills and may be persuaded to begin studies.
6	39	M	White	unknown	ABE	10	Very important area of expertise at Royle, the sole ink technician. Began portfolio but Feb./March busy season interfered.

MADISON AREA TECHNICAL COLLEGE
Alternative Learning Division

ADULT BASIC SKILLS
PROGRESS PORTFOLIO
1994-1995

Learner Name: See Thao

Teacher Name: Lynn Bartoszek

Date Prepared: May 12, 1995

Portfolio designed by:

Elisabeth Hayes, Ph.D.
Department of Continuing and Vocational Education, University of Wisconsin-Madison

Patricia Lyons Eldred, M.A.
Alternative Learning Division, Madison Area Technical College

with assistance from:
Wendy Arena, Lynn Bartoszek, Sharon Fallon, Linda Miller
Alternative Learning Division, Madison Area Technical College

The development of the portfolio materials was supported by a 353 grant from the Wisconsin Department of Vocational, Technical and Adult Education.

The Progress Portfolio

INTRODUCTION

This portfolio represents the work of an adult learner in Madison Area Technical College's Alternative Learning Division. This individual chose to use a portfolio as a means of documenting her/his learning.

Our program's use of portfolios as an alternative means to document and assess progress reflects the belief that many significant types of learning cannot be documented and evaluated through standardized tests alone. Our program philosophy includes the assumption that adults should be involved in their learning, setting goals, selecting learning activities, and reflecting on and evaluating their learning. Portfolios reflect and support this involvement.

The portfolios identify learner goals and document progress in learning. Perhaps, most rewardingly, they boost learner self-esteem by providing concrete evidence of learning.

OVERVIEW

Two types of portfolios were developed by participants. The *working portfolio* provided a means for ongoing documentation and collection of work. From that working portfolio, learners selected items specific to their goals, items they felt best documented their learning, and those they most wished to share. These selected items were included in the *progress portfolios*.

Portfolios are individual expressions of learning and reflect different goals and needs. They also reflect the specificity of the three very different sites in which they were piloted. Mid-point and final conferences between teacher and learner supplemented the process of maintaining logs, records, and selecting work samples.

The progress portfolios are primarily intended to be used by the learner. Instructors indicated, however, that the portfolio process provided new insights into learning and teaching, and stimulated their reflection on instructional strategies. Learners keep copies of their progress portfolios and decide what other individuals (outside the basic skills program) will have access to them. Future teachers, supervisors, human resources personnel, and others were identified as potential users of the progress portfolio.

INITIAL ASSESSMENT SUMMARY SHEET Checklist

SSESSOR L Bartoszek

TUDENT Ae Kao

ATE 11/17/94

ABE SCORES Rdg_____ Math_____ Lang_____

---

ral Reading NOTES

Reads with errors based on verb forms - doesn't read the ending 's' or 'es'. Substitutes words that fit in the content.

Listening NOTES

Listens and reasons. Asks questions of clarification and application as well as evaluation.

Writing Notes

Writes lists primarily.
When writing in paragraph form, she needs a lot of time to prepare.

Checklist of Science Knowledge NOTES

She wants to work on drawing conclusions, fact & opinion, writing answers in paragraph form, generalizing & all scientific information.

Vocabulary

She checked that she wants to know more about most words. She felt she knew the word, igneous and had some understanding of mineral, volcano, crust, compound, hypothesis & water cycle

Interpretation of Graphics NOTES

Student Name Dee Ingo
Date 10-17-94
Reading\Math
Teacher Bartoszek

STUDENT QUESTIONNAIRE/ASSESSMENT
Basic Reading: Earth Science, Chemistry

Here are different kinds of subjects or units of study for this course. Mark an X to show how you feel about each.

SUBJECTS/UNITS OF STUDY	Know Already	Have Some understanding	Want to understand
1. READING:			
Before I read: I think about what I already know about the subject.			✓
I can guess what the reading will be about by looking at the title and pictures.		✓	
While I read: I check to see if I am understanding what I read.		✓	
I relate what I read to my own experience.		✓	
I can relate what I read to past experience.			✓
After I read: I can recall facts and locate specific information about the reading.		✓	
I can identify the main idea.		✓	
I can draw conclusions based on the reading.			✓
I can summarize major ideas in my own words.		✓	
2. UNDERSTANDING WORDS I DON'T KNOW:			
I can look up words in the dictionary		✓	
I can use other words in the reading to help me figure out a word I don't know		✓	

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	Know Already	Have Some Understanding	Want to Understand
3. WRITING:			
I can write answers to questions in sentence or paragraph form.			✓
4. CRITICAL THINKING SKILLS			
I know how to order steps in a process			✓
I know the difference between fact and opinion.		✓	
I can draw conclusions.			✓
I can generalize.			✓
5. ROCKS AND MINERALS			
I know the difference between igneous, sedimentary, and metamorphic rock.			✓
I can identify different rocks.			✓
I can identify different minerals.			✓
6. EARTH AND EARTH BUILDING			
I know the layers of earth			✓
I know the layers of soil			✓
I understand how mountains are built, how soil is moved, and why volcanoes explode.			✓
7. AIR AND AIR PRESSURE			
I understand that air takes up space.			✓
I know what a barometer is.			✓
I understand why air expands and contracts.			✓
8. WEATHER			
I understand the water cycle.			✓
I understand what causes wind.			✓
I can read a thermometer			✓

	Know Already	Have Some Understanding	Want to Understand
VEATHER (continued)			
can read and understand a weather map.	_____	_____	✓
). TIME AND SEASONS			
understand how time and the earth's rotation are related.	_____	_____	✓
I know why we have four seasons in Wisconsin.	_____	_____	✓
10. THE PERIODIC TABLE			
I know what the periodic table is.	_____	_____	✓
I know the difference between an element and a compound.	_____	_____	✓
I can balance simple chemical equations.	_____	_____	✓

PLEASE TAKE TIME TO RESPOND TO THE FOLLOWING QUESTIONS IN COMPLETE SENTENCES.

How do you use science in your daily life?

What are your reasons for taking this science class?

for [illegible] program

What background do you have in science (in school, at work, in community organizations, etc)?

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cience Module 1994-95

AME See Thao DATE

his is how to make a portfolio. Put the following things in a folder.

Experiences: Choose three experiences (discussions, experiments, readings, and/or videos) that ou enjoyed. Tell why you enjoyed them.

Vocabulary List: Include your vocabulary list and definitions.

Experiments: Choose the experiment report that you most want to keep. Tell why you chose that experiment.

Include your **midterm and final assessment**. Let us know how doing these assessments helped you learn the science material better. ✓

Choose some **notes, readings, or other items** that you think are most important. Tell uswhy they are important to you.

End of the week reflections ✓

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Learner Name: SEE THAO

The following will help you to fill out this form:
DATE - What is the date you learned this new word?
NEW WORD - What is the new word you learned?
MEANING OF WORD - What is the meaning of the word? What is it's symbol? Can you draw a picture of it? Can you use it in a sentence?
WORD FOUND - Where did you find this word (text, magazine, TV, newspaper, etc.)?

DATE	NEW WORD	MEANING OF WORD	WORD FOUND WHERE
13/15 (Water Cycle)	Evaporation	Changing of a liquid to a gas (vapor)	p. 29 Comp. 4.23
	Condensation	Changing of a vapor to a liquid	
	Precipitation	Falling liquid in form of snow, rain, sleet, or hail	
	absent - minded -->	sometime forget	Comp. 4.24
	Low pressure —	winds go counter clockwise and up; unsettled weather (wind, rain, snow)	
	High pressure ---- (weight push the air)	clockwise move and down, (fair weath)	
	front—	Leading edge of an air mass warm or cold (temperature)	
	jet stream —	Stream or river of air that influences weather in the summer, it stays up in Canada in the winter, it brings cold, arctic air to the U.S	

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Learner Name: See Thao

The following will help you to fill out this form:
DATE - What is the date you learned this new word?
NEW WORD - What is the new word you learned?
MEANING OF WORD - What is the meaning of the word? What is it's symbol? Can you draw a picture of it? Can you use it in a sentence?
WORD FOUND - Where did you find this word (text, magazine, TV, newspaper, etc.)?

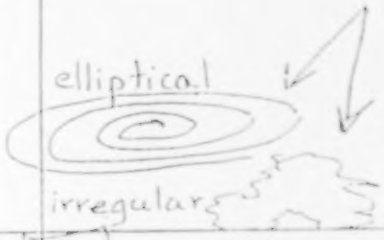
DATE	NEW WORD	MEANING OF WORD	WORD FOUND WHERE
	1.) crystal 2) mineral 3) Metamorphic 4) Igeous - root (ignite) 5) Sedimentary - root (sediment)	1) Shape taken by mineral in the earth 2) found in earth and made by chemicals. There are 2,000 minerals. 3.) Rocks changed by pressure (made denser) 4) Rocks formed by the heat of the earth - then cool 5.) Rocks formed from sediment.	pp. 15 marble (pumice, granite, obsidian) 5)(gravel, sand, soil) sandstone, limestone, conglomerate
11-7-94	1.) Erosion → 2.) Earth quake → 3.) volcano →	moving of earth, soil by wind and water Shaking of the earth due to stress at fault lines plates surging (rising up) of magma from below earths surface	Shale Slate
	4.) mountains → (3 ways of mountains form.)	made Higher land which is made by earth folding or by faulting or by explosion of volcanoes 	

5.) Glacier → large ice sheet

6.) Plate tectonics → The earth crust is naturally divided into sections called Plates

Learner Name: Science 2 students

The following will help you to fill out this form:
DATE - What is the date you learned this new word?
NEW WORD - What is the new word you learned?
MEANING OF WORD - What is the meaning of the word? What is it's symbol? Can you draw a picture of it? Can you use it in a sentence?
WORD FOUND - Where did you find this word (text, magazine, TV, newspaper, etc.)?

DATE	NEW WORD	MEANING OF WORD	WORD FOUND WHERE
12/2	Astronomy (study) (science) SAME as "Biology" study of living things	the study of all objects in the universe	dictionary
12/2	Galaxy	Like a storm of planets + stars a large scale aggregate or combination of planets,	dictionary
		stars, gas, and dust. There a different types of galaxies: spiral like our Milky Way, irregular, and elliptical.	encyclopedia
12/2	Solary System "Sun" or STAR	the sun together with all nine planets and celestial bodies that orbit the sun	dictionary
12/2	Planet	vast ball of rock, metal and mixture of gases that orbit the sun	dictionary

Learner Name: Science 2 students

The following will help you to fill out this form:
DATE - What is the date you learned this new word?
NEW WORD - What is the new word you learned?
MEANING OF WORD - What is the meaning of the word? What is it's symbol? Can you draw a picture of it? Can you use it in a sentence?
WORD FOUND - Where did you find this word (text, magazine, TV, newspaper, etc.)?

DATE	NEW WORD	MEANING OF WORD	WORD FOUND WHERE
(organ) 12/2	Satellite (definition)	any object that moves around a planet moon or manmade object	dictionary
(organ) 12/2	Moon	a natural satellite that orbits a planet or star (to go around) "mini planet"	dictionary

Sun	Clean and warm last a long time	us to get energy
wind	Close by, Obtainable for easy to get cheap (inexpensive)	Depletes forests, cause pollution, not a lot of wind
water	Clean, plentiful	Costs alot to build dams, affects wildlife and flooding
nuclear (atomic	Makes a lot of energy Super powerful	Cause cancer, They can blow up; Need a lot of maintenance
Wind	Clean, natural	no wind - tough Luck.! Unreliable = rely=something happen can
fossil fuels Gas, Coal, Oil	Readily available Relatively cheap.	Cause pollution; non-renewable

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Science Review #2 - Earth Science NAME Lee Ings

DATE 12-7-94

Matching

1. Carbon Dioxide
2. Chlorofluorocarbons
3. Greenhouse Effect
4. ocean currents
5. tides
6. ecology
7. ecosystem
8. biome

a. caused by gases from refrigeration units

b. Sunlight passes through but heat cannot escape

c. study of relationship between living things and their environment

d. all living things and nonliving parts of an environment

e. Move warm water away from equator and cold water toward the equator

f. large region of the earth that has characteristic kinds of organisms

g. caused by the pull of the moon

h. output from burning fossil fuels

9. List six different biomes around the world.

Tropical rain forest, coniferous evergreen forest, tundra deciduous forest, grassland, desert

10. What are the differences between renewable and nonrenewable resources?

The difference between renewable and nonrenewable is something can be replaced and can't be replaced. oil, coal, gas, are nonrenewable. trees is renewable

11. What type of biome would you like to live in and why?

I like to live in tropical rain forest weather. warm all year round

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12. Why is conservation of nature important to you? The conservation of nature is important to me, Because I think that I like trees a lot and trees are very important to all of us because we all need trees to give O_2 for us to breathe. And take off Co_2.

13. What does the bottom of the ocean look like? (Name at least three different parts.)

trenches, mountains, continental shelf or plateau

14. What part(s) of Earth Science did you enjoy studying most and why?

I enjoy to study most every thing of the Earth Science.

It is very enjoyable to learn, I like it a lot.

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cabulary Word	This is a Word I Already Know	I Have Some Understanding of This Word	I Want to Know More About This Word
RYSTAL			✓
INERAL		✓	
IETAMORPHIC			✓
GNEOUS	✓		
ROSION			✓
ARTHQUAKE			✓
VOLCANO		✓	
MOUNTAINS			✓
GLACIER			✓
PLATE TECTONICS			✓
HYDROGEN			✓
OXYGEN		✓	

Vocabulary Word	This is a Word I Already Know	I Have Some Understanding of This Word	About This Word
AIR PRESSURE			✓
EXPANSION			✓
CONTRACTION			✓
WATER CYCLE		✓	
EVAPORATION			✓
CONDENSATION			✓
HYPOTHESIS		✓	
CONCLUSION			✓
PROCEDURE			✓
AIR MASSES			✓
COLD FRONT			✓
WARM FRONT			✓

Vocabulary Word	This is a Word I Already Know	I Have Some Understanding of This Word	I Want to Know More About This Word
WEATHER MAP			✓
EARTH TILT			✓
EARTH ROTATION			✓
EARTH REVOLUTION			✓
DIFFUSION			✓
OSMOSIS			✓
SOLUTION			✓
PERIODIC TABLE			✓
ELEMENTS			✓
COMPOUNDS		✓	

WEEKLY LEARNING LOG

NAME Lee Thao WEEK OF 10-28-94

(1) This week I learned about:

Rocks, How mountains form

Erosion - Movement

How earth form

(2) I would like to understand more about:

(3) This week I did these activities:

- did stuck test

watching film about how magma, where iron, magnai are form

(4) Before next week, I will:

Earthquakes

Moving soi

Mountain writing

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See Thru 11-4-94

This week I learned about:

1) air, Review difference Kind of rocks,

This week I did these activities:

3) Experiment on air but nothing happened. happened

WEEKLY LEARNING LOG

NAME See Thao WEEK OF 11-11-94

(1) This week I learned about: why we have cloud, different kind of cloud, seasons. cloud names

(2) I would like to understand more about: what cloud made of? and why we get rain?

(3) This week I did these activities:

heat, air presure

(4) Before next week, I will: read news paper about weather, learn weather, cloud made rain.

WEEKLY LEARNING LOG

NAME See Thao WEEK OF 11-18-94

(1) This week I learned about:

The Solar System, Planets name
Earthquake, Hurricanes, A Tidal wave,
water circle, Green House effect,
"Global warming"

(2) I would like to understand more about:

Green House effect

(3) This week I did these activities:

I play game about the solar system
that is very enjoyable

(4) Before next week, I will:

WEEKLY LEARNING LOG

NAME Sec Thur WEEK OF Dec. 2, 94

(1) This week I learned about:

Air Pollution: CFC's, Greenhouse Effect
Ecology, biomes, Ecology System
Food chain, Food webs { Tide, wave / Tide are caused by the moon }
Ocean water moves, ocean floors,

(2) I would like to understand more about: different names

(3) This week I did these activities:

food chains
food webs

(4) Before next week, I will:

air
water
soil
} conservation

Teacher Summary Page

Student Lee Thao Period covered from 10/1/04 to 12/8/04

Course Science 2 Teacher Gantenek

Attendance _____ (% of total class hours) 31/33 hours + 2 hours for Field Trip

Course description (purpose, activities, projects)

We focused on earth science in this 8 week period with concentration on the scientific method and reading graphic materials.

We performed experiments, viewed videos on plate tectonics ~~and~~ weather, and pollution; and went on a field trip to the Geology Museum.

Profile of student (goals, participation, observations)

HSED 509 — hopes to finish Science in Spring or Summer.

Excellent participation!

What the student does well

She is a very diligent student who studies and participates for understanding. She evaluates and analyzes information well. She asks questions and is very thorough.

What the student is beginning to do

She is beginning to write information more clearly in English. I think it would be helpful for her to continue to write often, so that her writing skills can be reinforced as well as vocabulary, expression, and meaning of words.

Areas that need attention

I would like she to be encouraged and reinforced in her reading. Currently, she is in the 509 HSED program. I would like her to experience learning/reading for enjoyment, not just for competency goals.

Plans and Recommendations

I'd like she to do some research in the next module, more writing, and some reading for enjoyment.

I'd like her to keep up the great work and the great successes!

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Review Name Der ihuo

1. Groups these rocks into their categories and define the categories.

pumice	basalt	shale
granite	sandstone	mica
limestone	marble	
slate		

Igneous – definition — Rocks created from magma that has cooled

Examples — pumice, granite, basalt

Metamorphic – definition — Rocks that have been changed by heat or pressure

Examples — marble, mica, slate

Sedimentary – definition — formed by pressure of water on sediments

Examples — Shale, limestone, Sandstone

2. What are 3 ways to control erosion?

Contour plowing
Planting plants
Building barriers

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' PORTFOLIO
ence Module 1994-95

IAT I HAVE LEARNED IN THIS CLASS

Great Job!

me See Thao Date 12/12/94

ings I have learned: Ways I've proved I've learned it:

Ecology	Accomplished All Earth Science
Energy Sources	5.09 Competencies.
Recycling	
Solar System	
Seasons	
Continents / Plate Tectonics	
Rocks	
Atmosphere / Greenhouse Effect	
Air Pollution	
Water Cycle	
Weather	
Natural Disasters	

TEACHER OBSERVATION FORM

Student Name See Tao

Date	Assignments and Interaction with Teacher and Others	Observations about Learning
/26/94	See brought fossil rock in limestone today to share with the class. She said I could keep it in my collection.	See is a very thorough student. She asks questions so that she can clarify what might be confusing to her.
/94	We did air experiments today. See was very involved in performing experiments - containing air in water. See + I talked about choices her daughter has for college after class today.	I believe See had a better understanding of the qualities of air ~~is~~ that it takes up space.
94	After sharing the humidity/ temperature chart, See asks, "How do you determine when it is likely that you'll get heat stroke?"	This is a Great Questions. See really evaluates information. I believe an explanation is may not have been needed if See could have seen the original copy. The colors of the original would have helped her read the chart better.

tudent Summary Page

Y PORTFOLIO SUMMARY

udent See Tiwo Period covered from 10/17 to 11/12

ourse Science 2 Teacher

hat's in my portfolio: I chose -

test I study about rocks and differ names of rocks

test I -11- -11- weather and differ names of cloud

test I - - - 11- Greenhouse Effect and Ozone break down. Also I did a streak test I like it a lot.

hy I chose these samples:

hat I have learned:

I have learned and improved my vocabulary.

1.) rocks

2.) weather

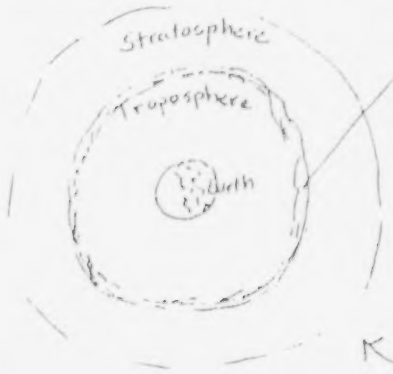
3.) The Solar System

4.) Evolution

hat I think about the class or program:

Chemical	Source	Effect - they do
Carbon Dioxide (CO_2)	Car emissions Burning of fossil fuels	Builds up beneath the stratosp to cause a "Greenhouse Effect on the earth bad for health.
Nitrous Oxide	Chemical fertilizers	Same as above
Methane	Animals Waste Dumps (Landfills)	Same as above
Chlorofluorocarbons CFC's	Refrigeration units Aerosol cans	Same as above and Depletes (reduces) the ozone layer of our atmosphere (ionosphere) which filters th ultraviolet light of the su

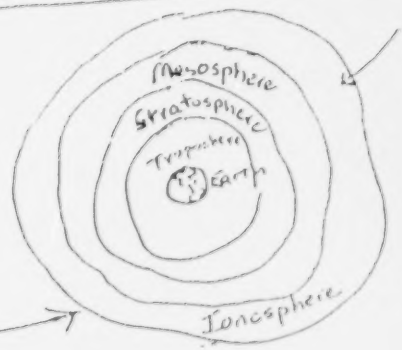
Greenhouse Effect



Build up of CO_2, nitrous oxide, and methane creates a seal that allows the sun's light in, but prevents the heat of the earth from escaping.

Both processes contribute to the heating of the earth.

Break down of the Ozone Layer



CFC's break down the ozone in the ionosphere. The ozone filters ultraviolet light.

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Hazard	Solution
arbon Dioxide	Drive our cars less Find new auto technology so we don't have to burn gas in our cars. Reduce burning of fossil fuels Use natural sources of energy (sun, wind, water)
itrous Oxide	→ Use fewer chemical fertilizers, Farm wiser so chemical fertilizers will be used less. to use natural fertilizers Compost, wastes from animals
thane	Reduce waste that goes to landfills Eat less meat - Cattle produce a lot of methane
lorofluorocarbons CFC's	Replace (Change) current refrigeration technology so that CFC's are not used Already we use a different chemical in spray cans!
truction of forests	Find other places for people to live and farm solutions plant trees more

Nitrogen
Nitrous Oxide

EFFECT

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ard	Solution
on Dioxide	Drive our cars less Find new auto technology so we don't have to burn gas in our cars Reduce burning of fossil fuels → Use fewer chemical fertilizers,
ous Oxide	Farm wiser so chemical fertilizers will be used less.
ane	Reduce waste that goes to landfills Eat less meat - cattle produce a lot of methane
ofluorocarbons FC's	Replace current refrigeration technology so that CFC's are not used Already we use a different chemical in spray cans!
tion of forests	Find other places for people to live and farm

Dioxide
Noise
Nitrogen oxide
Ammoniac
Use natural sources of energy (sun, wind, water)
EFFECT
Nitrogen
Nitrous Oxi
to use natural fertilizers
Compost, waste from animals
solution: plant trees more

Excellent attendance!
I'm so glad you made an effort to come to class consistently.

MONTH October YEAR 1994

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	17 Class begins 1½ hr		19 1½ hr		21 No School	
	24 1½ hr		26 1½ hr		28 1½ hr	
	31 1½ hr					

MONTH November YEAR 1994

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATU
			2 1½ hr		4 ½ hr	
	7 1½ hr		9 1½ hr		11 1½ hr	
	14 1½ hr		16 1½ hr		18 1½ hr	
	21 1½ hr		23 1½ hr	Thanksgiving No School		
	28 1½ hr		30 1½ hr			

MADISON AREA TECHNICAL COLLEGE
Alternative Learning Division

ADULT BASIC SKILLS
PROGRESS PORTFOLIO
1994-1995

Learner Name: Pao Yang

Teacher Name: Wendy Arena

Date Prepared: May 5, 1995

Portfolio designed by:

Elisabeth Hayes, Ph.D.
Department of Continuing and Vocational Education, University of Wisconsin-Madison

Patricia Lyons Eldred, M.A.
Alternative Learning Division, Madison Area Technical College

with assistance from:
Wendy Arena, Lynn Bartoszek, Sharon Fallon, Linda Miller
Alternative Learning Division, Madison Area Technical College

The development of the portfolio materials was supported by a 353 grant from the Wisconsin Department of Vocational, Technical and Adult Education.

The Progress Portfolio

INTRODUCTION

This portfolio represents the work of an adult learner in Madison Area Technical College's Alternative Learning Division. This individual chose to use a portfolio as a means of documenting her/his learning.

Our program's use of portfolios as an alternative means to document and assess progress reflects the belief that many significant types of learning cannot be documented and evaluated through standardized tests alone. Our program philosophy includes the assumption that adults should be involved in their learning, setting goals, selecting learning activities, and reflecting on and evaluating their learning. Portfolios reflect and support this involvement.

The portfolios identify learner goals and document progress in learning. Perhaps, most rewardingly, they boost learner self-esteem by providing concrete evidence of learning.

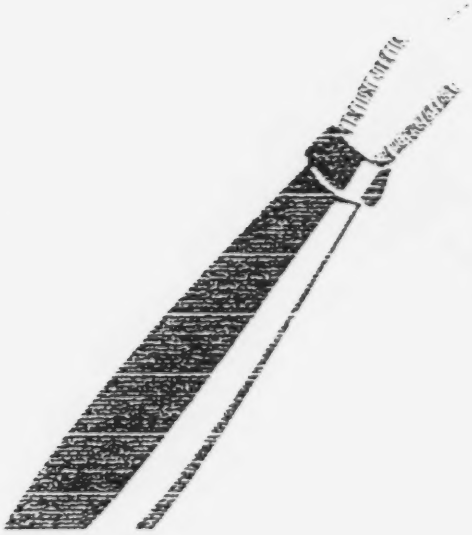
OVERVIEW

Two types of portfolios were developed by participants. The *working portfolio* provided a means for ongoing documentation and collection of work. From that working portfolio, learners selected items specific to their goals, items they felt best documented their learning, and those they most wished to share. These selected items were included in the *progress portfolios*.

Portfolios are individual expressions of learning and reflect different goals and needs. They also reflect the specificity of the three very different sites in which they were piloted. Mid-point and final conferences between teacher and learner supplemented the process of maintaining logs, records, and selecting work samples.

The progress portfolios are primarily intended to be used by the learner. Instructors indicated, however, that the portfolio process provided new insights into learning and teaching, and stimulated their reflection on instructional strategies. Learners keep copies of their progress portfolios and decide what other individuals (outside the basic skills program) will have access to them. Future teachers, supervisors, human resources personnel, and others were identified as potential users of the progress portfolio.

Pao Yang
Oscar Mayer
Portfolio Project



Workplace Education
Portfolio Project Oscar Mayer

Pao Yang

Attendance:
February- 53hrs
March- 60hrs
April- 30hrs

Table of Contents

1. Writing Sample
2. Typing Tutor
3. "English Works"
4. Finding the Main Idea
5. Punctuation & Capitalization
6. Initial Guides

1994-95 PORTFOLIO PILOT PROJECT, WORKPLACE
WORK SAMPLE COVER SHEET AND REFLECTION GUIDE

Directions:
Complete this form for a work sample that you choose to include in your portfolio.

The portfolio sample should include a compy of the completed piece of work. If more than one draft was required to complete the sample, include copies of all drafts as well as the final piece.

Date: 4-27-95

Learner Name: Pao Yang

Teacher Name: Wendy Arena

Description of Sample: Writing

1) Why I chose this sample for my portfolio:

I feel That it is the best writing That I have done so far.

2) What I like best about this sample:

IT talked about my past.

3) What I am least satisfied with in this piece and why:

Nothing.

wkpcvr.por 10/12/94

Writing Sample

Hi, my name is Pao Yang. I was born in Laos but I'm not Laotian, I am Hmong. I came To the United State in May of 1986 and live in Madison, Wisconsin. I study English as a Second Language at the downtown M.A.T.C. for one year. In July of 1988, I moved Milwaukee, Wisconsin looking for employment. I found work a the Custom Cuts Company and continued to work there for three years. In July of 1991, I moved back to Madison, Wisconsin looking for a new job and got a job at the Grabber Production Company in Middleton, Wisconsin. I worked there for about one year. During that time, I wondered if working at Oscar Mayer would be much better than at Grabber Production. So, I decide to work at Oscar Mayer. I started working in the K.S.I. department and presently work in the Lunchable Line 2 as a meat placer, Crackers, and cheeses.

I have been using the Personal Developmental Center since February of 1995. I was very interested in learning to type, improve my basic writing and reading skills through the Center. For myself, I think the Center is very useful for everyone.

Your Safety Process

By Dave Gonzinder

The Madison Joint Safety Committee is made up of 30 representative employees. This group, along with help from other key area representatives such as engineering, employee health, operations and security, participate in six subcommittees. Each of these subcommittees specializes in one or more areas charged with the expectation of providing the safest work environment for our total facility.

- The Promotion Committee is chaired by Dan Lothe. Their mission is to promote the safety program and increase employee awareness and participation. They are responsible for the various contests and awards.
- The Accident Investigation Committee is chaired by Bill Lynch. Their mission is to follow up on accidents and recommend corrective action to prevent reoccurrence of those incidents.
- The Training Committee is chaired by Denny Gangl. They are responsible for safety training for the plant. They help other committees with their training needs and assemble materials for the supervisors to use during their monthly safety meetings.
- The Ergonomic Committee is chaired by Bob Ponzio. Their mission is to evaluate the workplace for materials, conditions and procedures that can negatively effect the health of all employees.
- The Audit Committee is chaired by Dan Musielewicz. Their mission is one of compliance with regulations. They assure safety meetings are being held, evacuation routes are posted, job safety analyses are on file, and that we are in compliance with regulations and guidelines.
- The Rules and Procedures Committee is chaired by Tom Butler. Their mission is to develop safety rules and procedures for our plant, and to review existing rules for applicability and relevance. They assure these rules are in compliance with the latest OSHA and corporate requirements.

The safety record of this plant is totally dependent upon all of us participating in the program.

These six committees are the ones responsible for the formulation of our safety program. They cover all aspects of a good safety program from identifying a potential problem, developing policies and procedures for dealing with the problem, training the people, and developing contingency plans for the unexpected, through follow-up to prevent reoccurrence in case a problem does happen.

This program, however, is only as effective as all of us allow it to be. Safety requires awareness of what is going on around us and knowing the proper procedures for doing what is expected of us. The safety record of this plant is totally dependent upon all of us participating in the program. Participation can be in the form of being active on a committee, participating in the various contests, taking an active and positive role in departmental safety meetings, and being alert to your actions as well as the actions of others. ***The most important element in our safety program is YOU!***

Meet Pao Yang

By Pao Yang

News Crew Staff Note by Denny Gangl: One day while he was using the Personal Development Center, I spoke to Pao about interviewing him for a newsletter article. Since he was using the center to work on improving his English writing skills, he decided to write out a brief story as a writing exercise. His story appears here, as Pao wrote it.

Hi, my name is Pao Yang. I was born in Laos but I'm not Laotian, I am Hmong. I came to the United State in May of 1986 and lived in Madison, Wisconsin. I study English as a Second Language at the downtown M.A.T.C. for one year. In July of 1988, I moved to Milwaukee, Wisconsin looking for employment. I found work at the Custom Cuts Company and continued to work there for three years. In July of 1991, I moved back to Madison, Wisconsin looking for a new job and got a job at the Graeber Production Company in Middleton, Wisconsin. I worked there for about one year. During that time, I wondered if working at Oscar Mayer would be much better than at Graeber Production. So, I decide to work at Oscar Mayer. I started working in the

(continued on page 7)

Over →

Name Contest

(from page 1)

the accuracy issue with names like "No Bologna News" and "Barebones Gazette". There were cutting edge entries like "Surfing the Process" and "Planet Mayer" along with name recognition entries like "Li'l Oscar"and "The Oscar". Some entries, obviously directed at the workforce included, "Profile: Oscar's Finest", "Profiles in Cureage", and "A Cut Above the Rest". There were entries for the soap opera fans among us (Days and Nights of Our Lives, and 9-1-0 Mayer Avenue) and for Rap fans (Scoop Hoggy Hog). From the obvious (News 4-U) to the obscure (The Allentoid Tabloid), a lot of territory was covered.

Thanks to all who participated. It was a good time, but it wasn't easy for the judges.

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Arts Are Prevention

By Michelle Whitman

Arts Are Prevention is a program which started in 1992. It is geared towards the growth of our youth and the communities in which we live. It gives our children a constructive outlet, the willingness to learn self discipline, and the opportunity to perfect their talents while absorbing musical knowledge. It also encourages higher education.

Arts Are Prevention is an alternative to being on the streets. In an interview with Garry "Meachie" Robinson, the Executive Production Manager and Music Director (who puts in more than enough hours) he said that while everyone can see that there are many existing problems with our youth today, they fail to see that we need more adult involvement, positive caring involvement. We need to assure these children that they are important, that they too have a voice in our communities, and that drugs and gangs have no place in our communities as long as we forget our differences and unite the children and adults in positive programs such as these.

This is a program that is setting the foundation for positive creative thinking. By being there with the needed reinforcement we can bring about a change. These children learn self discipline, respect of self and others, and above all trust and honesty. It also helps those who help the most, our school teachers.

SAVE THE CHILDREN TODAY and THE WORLD WILL BE SAVED TOMORROW

I would like to acknowledge the following volunteers who are active in the program:Mary Jane* and Sherman Curry*, Joann Dailey*, Ruth Gustafson, Lori Lane*, Joe McClain, Alicia Perkins* and Michelle Whitman*.

For additional information on the program or performances call (608) 251-1446.

* - Oscar Mayer employee

Pao Yang

(continued from page 6)

K.S.I. department and presently work in the Lunchable Line 2 as a meat placer, crackers, and cheeses.

I have been using the Personal Developmental Center since February of 1995. I was very interested in learning to type, improve my basic writing and reading skills through the Center. For myself, I think the Center is very useful for everyone.

"Make the most of yourself, for that is all there is of you."

-Ralph Waldo Emerson

Madison Relay for Life

By Rose Bongiovani

Join with the American Cancer Society and me in a celebration of life. The Relay for Life is June 16 at 6:00 PM through June 17 at 6:00 PM. It's a team event that involves team members walking, running, strolling or whatever around the Monona Grove High School track. Teams earn money for the ACS by soliciting sponsor donations. Recommended team size is 8-10 members, although more or less are also acceptable. A party atmosphere prevails at the event as team members camp-out at the site during the event, enjoying food, music and their friends. Everyone can participate in this non-competitive event.

RELAY FOR LIFE
A TEAM EVENT TO FIGHT CANCER

The goal is to raise $40,000 to support research grants, education programs, and patient services in celebration of cancer survivorship. Participants are encouraged to dedicate their participation to a cancer victim. Cancer survivors are invited to participate in an honorary first lap with local celebrities.

Remember, this is a celebration of life. It's an upbeat event that is a lot of fun. Check it out. Call me at extension 6766 for more information. Thanks.

Rose

New Hires Welcome

By Sharon Capacio

Welcome to the following people who have been hired in the plant since February:

Trong See Xiong, Martin Boyd, Scott Buske, Kathy Locke, Alfred Carr, Gary Giltner, Anthony Brownlee, Stormi Schroeder, Craig Fowler, Mary Daniels, Kristine Schuch, Lonnell Sias, William White, Palmer Sjoberg, Laura Hermanson, Pam Pounders, Richard Miller, John Zimmerman, Michael Carlin, Curtis Crabb, Angela Cleaveland, Yun Hermann, Debra Compton, Kathleen King, Lee Bakken, Edward Holmes, Jeffrey Mistele, Marliss Dierdorff, Sue Vang, David Sherman, James Kinney, Mohamedra Mohamed, Arlene Benish, Dawn Kuykendall, Xavier McClinton, Kevin Clauer, Ronald Rathert, Bredell Mitchell, Brent Vogel, Michael Carr, Jeffrey Kampen, Dale Boyd, Frank Shelton, Larry Skar, Patrick Reynolds, Christopher Cooper, Dave Thurnstrom, Howard Popanz, James Klemke, and Randall Tadych.

printed on recycled paper

1994-95 PORTFOLIO PILOT PROJECT, WORKPLACE
WORK SAMPLE COVER SHEET AND REFLECTION GUIDE

Directions:
Complete this form for a work sample that you choose to include in your portfolio.

The portfolio sample should include a compy of the completed piece of work. If more than one draft was required to complete the sample, include copies of all drafts as well as the final piece.

Date: 4/27/95

Learner Name: Dao Yang

Teacher Name: Wendy Arena

Description of Sample: Typing Tutor

1) Why I chose this sample for my portfolio:

It shows my best Typing

2) What I like best about this sample:

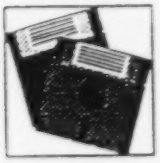
It shows my accuracy at 98%

3) What I am least satisfied with in this piece and why:

Nothing.

wkpcvt.por 10/12/94

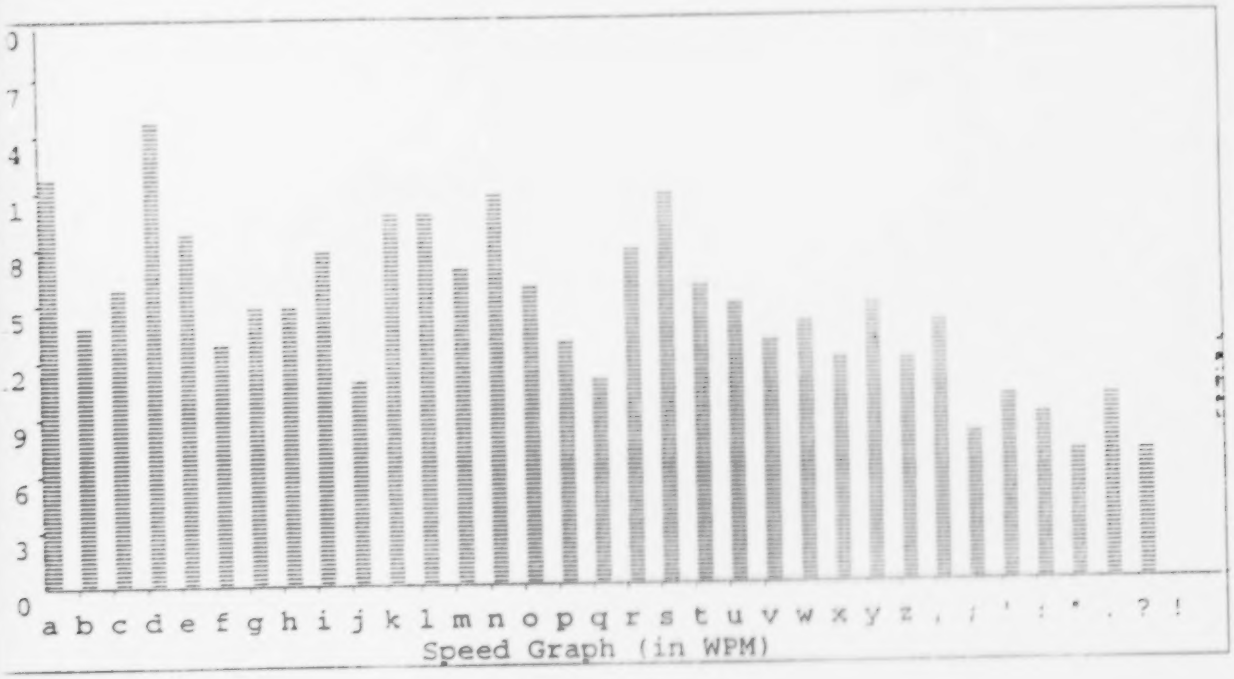
Typing Tutor

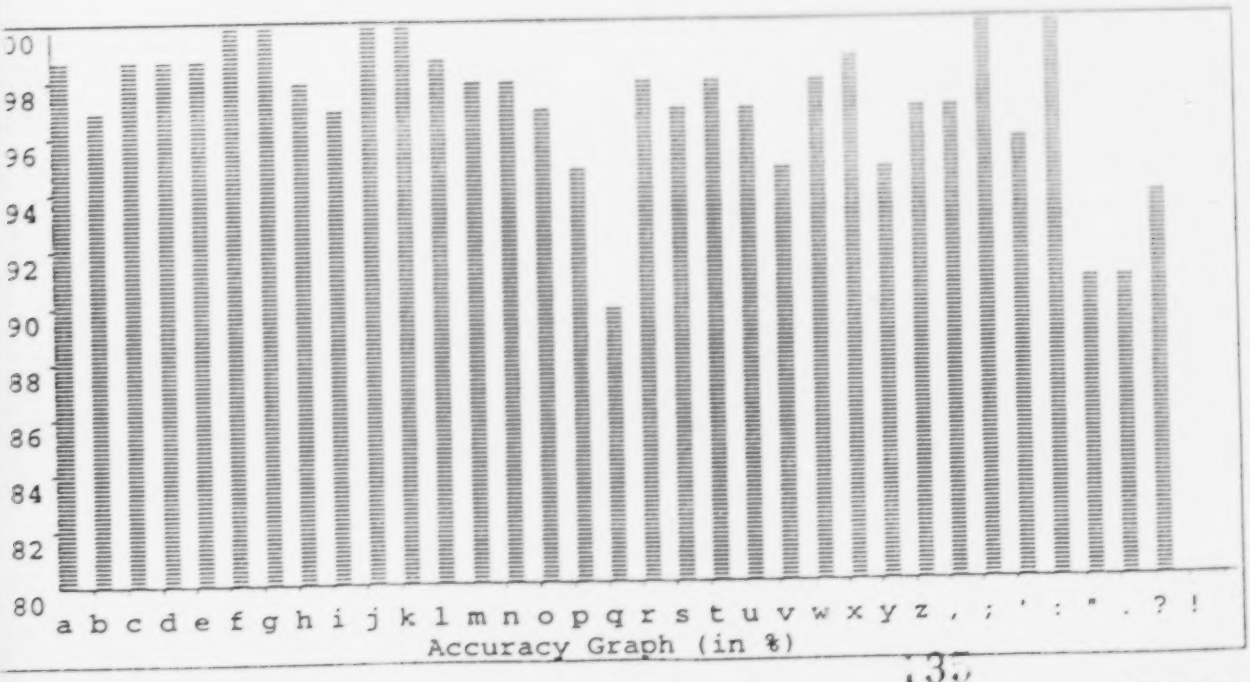


Progress

dent: pao yang
e: 4-27-95 Time: 1:56 PM

usted words per minute:	This Session	Past Sessions
	0 WPM	17 WPM
speed breakdown by type of keys -		
Alphabet and basic punctuation:	0 WPM	18 WPM
Number:	0 WPM	9 WPM
Symbol and advanced punctuation:	0 WPM	6 WPM
uracy:	0%	98%





Past Sessions This Session

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1994-95 PORTFOLIO PILOT PROJECT, WORKPLACE
WORK SAMPLE COVER SHEET AND REFLECTION GUIDE

Directions:
Complete this form for a work sample that you choose to include in your portfolio.

The portfolio sample should include a compy of the completed piece of work. If more than one draft was required to complete the sample, include copies of all drafts as well as the final piece.

Date: 4/27/95

Learner Name: Pao Yang

Teacher Name: Wendy Arena

Description of Sample: "English Works" Mini-Course

1) Why I chose this sample for my portfolio:
IT helped me learn more about safety at work.

2) What I like best about this sample:
Practicing work related conversation.

3) What I am least satisfied with in this piece and why:

Nothing.

wkpcvr.por 10/12/94

"English Works"

Mini-course

Hello workers! Thank you for attending last friday's meeting and giving us great ideas for subjects to offer through the Personal Development Center. Our first offering is the video mini-course we discussed called "English Works".

"English Works" Mini-course

Session 1 Friday, February 17th 1:30pm-2:15pm or 2:45pm-3:30pm

Session 2 Friday, February 24th 1:30pm-2:15pm or 2:45pm-3:30pm

Session 3 Friday, March 2nd 1:30pm-2:15pm or 2:45pm-3:30pm

Session 4 Friday, March 9th 1:30pm-2:15pm or 2:45pm-3:30pm

Remember to choose a class time that is outside of your work schedule.

Each session will be covering a different topic, see the next sheet for specifics. The instructor is Mary Griffin, and the classes will be held in conference room 4B near the Personal Development Center on 4th floor.
You are invited to attend one or all four sessions, and you may bring a friend or two with you!

Sign-up today in the
Personal Development Center
4th floor Plant Offices
Open 24/day 7 days/wk

#1 SMALL TALK

Example of small talk:

Houa: "How are you today?"
Alberto: "I'm fine. How are you?"
Houa: "Pretty good. Thanks."

Small talk is important in American culture. If you do small talk at work, people will think you are friendly. It will help you get along with people.

This video gives you practice using small talk at work. The more you practice, the more comfortable you will be making small talk.

#2 RESPONDING TO INSTRUCTIONS
(What To Say When Your Supervisor Gives You Instructions)

Example:

Supervisor: "Never mix these two chemicals. Together they are dangerous."
Toribio: "Ok. Never put these chemicals together."

It is important to make sure you understand what your supervisor tells you. One way to do this is to repeat the instructions, just like Toribio did.

This video tells you what you can say to make sure you understand instructions at work. The video also tells you what to do when you can't do what the supervisor wants you to do.

---

sion 1 (#3) ASKING FOR CLARIFICATION
(Making Sure You Understand)

What should you do when you don't understand what your supervisor or your co-worker is telling you? This video helps you practice saying things like:

"I'm sorry. I don't understand. Can you say it another way?"
"I'm sorry. I don't understand. Please speak more slowly."

---

ssion 2 (#4) ASKING FOR ELABORATION OF A REQUEST
(Asking For More Information)

Sometimes your supervisor will tell you to do something, but he or she doesn't give you enough information. When you are not sure about something, it's important to ask questions.

Example:

Supervisor: "The conference room is locked. Please unlock it."
Toribio: "Which conference room – Room 207 or 209?
Supervisor: "Room 209."
Toribio: "I'll do it right away."

This video gives you practice thinking about what information you need and then how to make questions to ask for more information.

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5 READING JOB ANNOUNCEMENTS

When there are jobs available in a company, sometimes they are put on a bulletin board so everyone can see them. These job openings are called job announcements.

This video explains what information is in a job announcement at work. It also tells how to read a job announcement. It explains vocabulary words like job description, job title, and job qualifications.

#6 READING FORMS

This video explains how to read different work forms. The better you understand words on job forms, the better you can do your job. After watching the video, we could practice reading and filling out the Oscar Mayer forms each of you use in your work.

---

on 3 (#7) DEALING WITH MISTAKES

Apologies are important in the U.S. When you make a mistake on the job it is important to say "I'm sorry."

This video will help you practice dealing with a mistake and how to talk to your supervisor about the mistake so you understand how to do the job better in the future.

#8 ASKING TO CHANGE YOUR WORK SCHEDULE

This video shows how to ask your supervisor to change your work hours. It talks about how important it is to ask politely, to give a good reason why you must change your schedule, and that you may have to compromise (maybe not get all you ask for).

---

on 4 (#9) SAFETY ON THE JOB

Warning Words: Be Careful! The floor is slippery.
Watch Out!
Look Out!

It is important to pay attention to warnings. When someone gives you a warning you should stop, look, and listen. It is also important to give warnings at work. Sometimes it helps to give a warning and a reason. Then people will pay more attention and understand why they have to be careful.

This video helps you practice giving warnings when there is danger.

#10 INTERVIEWING FOR A BETTER JOB

This video helps you practice what to say in a job interview. It shows you how to answer questions about yourself and sound confident.

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Specific Skills Series

Main Idea Level B

1994-95 PORTFOLIO PILOT PROJECT, WORKPLACE
WORK SAMPLE COVER SHEET AND REFLECTION GUIDE

Directions:
Complete this form for a work sample that you choose to include in your portfolio.

The portfolio sample should include a compy of the completed piece of work. If more than one draft was required to complete the sample, include copies of all drafts as well as the final piece.

Date: 4/27/95

Learner Name: Dao Yang

Teacher Name: Wendy Arena

Description of Sample: Finding the main Idea.

1) Why I chose this sample for my portfolio:
It shows how much I have learned about finding the main Idea.

2) What I like best about this sample:
I liked the stories that they used.

3) What I am least satisfied with in this piece and why:
Nothing.

wkpcvt.por 10/12/94

	Unit 9	Unit 10	Unit 11	Unit 12
1	A	1 B	1 B	1 B
2	C	2 C	2 B	2 A
3	B	3 C	3 B	3 C
4	B	4 B	4 B	4 C

	Unit 13	Unit 14	Unit 15	Unit 16
1	C	1 B	1 C	1 A
2	B	2 A	2 C	2 B
3	B	3 B	3 B	3 B
4	C	4 A	4 C	4 C

	Unit 17	Unit 18	Unit 19	Unit 20
1	B	1 B	1 B	1 B
2	C	2 C	2 B	2 B
3	B	3 C	3 C	3 C
4	A	4 C	4 B	4 C

	Unit 21	Unit 22	Unit 23
1	A	1 A	1 B
2	B	2 C	2 C
3	C	3 B	3 B
4	A	4 C	4 A

	Unit 24	Unit 25
1	B	1 A
2	C	2 B
3	C	3 C
4	B	4 C

100% all of these correct! Great job!

Punctuation and Capitalization

Final Work

1994-95 PORTFOLIO PILOT PROJECT, WORKPLACE
WORK SAMPLE COVER SHEET AND REFLECTION GUIDE

Directions:
Complete this form for a work sample that you choose to include in your portfolio.

The portfolio sample should include a compy of the completed piece of work. If more than one draft was required to complete the sample, include copies of all drafts as well as the final piece.

Date: 4/27/95

Learner Name: Dao Cang

Teacher Name: Wendy Arena

Description of Sample: Punctuation and Capitalization.

1) Why I chose this sample for my portfolio:

IT shows how much I learn about Punctuation and Capitalization.

2) What I like best about this sample:

I liked IT because it shows how much I know about writting.

3) What I am least satisfied with in this piece and why:

Nothing.

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Punctuation Rules

Contents:

		Page
1	Using Capital Letters	149
2	Using End Marks—the Period, the Question Mark, and the Exclamation Point	152
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4	Using the Apostrophe	158
5	Using the Colon	162
6	Using Underlining and Quotation Marks	166
7	Using Parentheses and the Dash	170

USING CAPITAL LETTERS

Rule 1 The first word in a sentence begins with a capital letter. Here is an example.

This laundromat is open from eight to six.

Rule 2 A proper noun begins with a capital letter. Study these examples.

Names of People	Names of Places	Important Titles
Nancy Eynon	[illegible]	Prime Minister Churchill
Martin Luther King, Jr.	[illegible]	Governor Dewey
Mary Alvarez	[illegible]	God
Harry Wong	[illegible]	the Pope
Uncle Mike	[illegible]	Rabbi Small
Aunt Bertha	[illegible]	President Truman
Grandma Bell	[illegible]	the Prince of Wales
Santa Claus		
Names of Days, Months, and Holidays		
[illegible]		Lincoln's Birthday
		New Year's Day
		Halloween
		Yom Kippur
World [illegible]		Thanksgiving Day

Rule 3 The pronoun *I* is always a capital letter. Here are three examples.

Richard and I are friends.
I work with him.
After work, he and I go bowling.

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Initial Guides with Updated Comments

1994-95 PORTFOLIO PILOT PROJECT, WORKPLACE
INITIAL INTERVIEW GUIDE

Date: 2/7/95

Learner Name: Pao Yang

Teacher Name: Wendy Areng

These questions will help us document your current skills, learning goals and strategies and barriers to learning.

1) What are your reasons for enrolling in this program? Please address your:

A. Long-range goals

To be able to write better.
To be able to read better.
To feel comfortable using a computer.

B. Short-term goals

Learn capitalization + punctuation rules.
To write clearly.
To read easy stories.
To be able to type basic keyboard

2) What specifically are the new skills you hope to develop in this program?

Writing rules
Learning vocabulary words in order to read better
Learn: computer keyboard.

3) What are the skills you currently use that you hope to improve? How do you use these skills now? What other skills do you currently use?

Can fill out forms
Can write letters in native language

1994-95 PORTFOLIO PILOT PROJECT, WORKPLACE

INTERPERSONAL SKILLS CHECKLIST

Date: 2/9/95

Learner Name: Pao Yang

Teacher Name: Arena

Would you like help with any of the following areas of personal development? Check three you want to concentrate on now. Then, order them numbering 1-3 with 1 being the area with which you most would like help, 2 next important, etc.

_____ Problem solving	_____ Time management
_____ Decision making	_____ Making choices
_____ Confidence building	_____ Managing Priorities
_____ Project management	3 Communicating with colleagues
2 Leading/particip. in meetings	4 Listening
_____ Anger/conflict resolution	_____ Assertiveness
_____ Working with difficult people	_____ Team building
1 Oral communication skills	

Instructor Notes: 3/30/95 Pao participated in the "English Works" mini-course which concentrated on workplace conversation.

2/95 Pao became a peer advisor. Being a part of this group should help him practice all of the above skills.

WP6.0 wkpinpt.ckl

2. Using information you discovered through tests, activities or discussions, what are your strengths in writing? What do you need to work on?

Writing Skills	Strengths	Need to work on
Writing the letters of the alphabet	X	
Writing words	X	
Expressing myself in writing		X * 3/30/95 Has written 8 articles expressing ideas.
Having ideas to write about	X	
Enjoying writing	X	
Writing or drawing to "rehearse" before I write	X	
Writing a lot at one sitting	X	
Making more than one draft	OK	
Using feedback from other people to change my writing		X * 3/30/95 Has rewritten and typed all 8 articles to meet standards.
Changing my ideas around for 2nd drafts	X	
Giving useful feedback to other people		X * Completed "English Works" mini-Course.
Proofreading my own work	X	
Using outside help to proofread	X	
Spelling		X 3/30/95 Completed
Using punctuation		X Capitalization + punctuation packs.
Using "Formal English" grammar		X
Making my paragraphs about a single idea		X
Making my ideas follow a logical order	X	
Using understandable English word order		X
Writing for different reasons:		X
to make lists		
to write notes to people	X	
to tell stories		X * 3/30/95 Two articles written in story form.
to fill out forms	X	
to get my thoughts in order	X	
to tell what I know		X * One article written in informative form.
to convince people of my ideas		X * Article in company newspaper about importance of learning center.
to takes notes on what I hear	X	
to write letters	X	
to do my job at work		X (No need to)
other:		
Picking out words, phrases or sections and saying why they please me	X	
Other:		

PORTFOLIO SUMMARY OF PROGRESS

Student Name Pao Yang Date: 5/11/95

Instructor Name Wendy Aveng Site: Oscar Mayer

GOALS I WORKED ON THIS SEMESTER	PROGRESS ON MY GOALS (Skills learned)	FUTURE GOALS
Writing	Completed all assigned work. Can write better. Om News article.	Continue to write stories native to my country
Reading	Improved some, but wish to do more. May work with tutor on this.	More reading with tutor
Typing	Have improved greatly.	Word Perfect

Teacher's comments and recommendations on goals:

MADISON AREA TECHNICAL COLLEGE
Alternative Learning Division

ADULT BASIC SKILLS PROGRESS PORTFOLIO 1994-1995

Learner Name: Bobbie Offord

Teacher Name: Linda Miller

Date Prepared: April 26, 1995

Portfolio designed by:

Elisabeth Hayes, Ph.D.
Department of Continuing and Vocational Education, University of Wisconsin-Madison

Patricia Lyons Eldred, M.A.
Alternative Learning Division, Madison Area Technical College

with assistance from:
Wendy Arena, Lynn Bartoszek, Sharon Fallon, Linda Miller
Alternative Learning Division, Madison Area Technical College

The development of the portfolio materials was supported by a 353 grant from the Wisconsin Department of Vocational, Technical and Adult Education.

The Progress Portfolio

INTRODUCTION

This portfolio represents the work of an adult learner in Madison Area Technical College's Alternative Learning Division. This individual chose to use a portfolio as a means of documenting her/his learning.

Our program's use of portfolios as an alternative means to document and assess progress reflects the belief that many significant types of learning cannot be documented and evaluated through standardized tests alone. Our program philosophy includes the assumption that adults should be involved in their learning, setting goals, selecting learning activities, and reflecting on and evaluating their learning. Portfolios reflect and support this involvement.

The portfolios identify learner goals and document progress in learning. Perhaps, most rewardingly, they boost learner self-esteem by providing concrete evidence of learning.

OVERVIEW

Two types of portfolios were developed by participants. The *working portfolio* provided a means for ongoing documentation and collection of work. From that working portfolio, learners selected items specific to their goals, items they felt best documented their learning, and those they most wished to share. These selected items were included in the *progress portfolios*.

Portfolios are individual expressions of learning and reflect different goals and needs. They also reflect the specificity of the three very different sites in which they were piloted. Mid-point and final conferences between teacher and learner supplemented the process of maintaining logs, records, and selecting work samples.

The progress portfolios are primarily intended to be used by the learner. Instructors indicated, however, that the portfolio process provided new insights into learning and teaching, and stimulated their reflection on instructional strategies. Learners keep copies of their progress portfolios and decide what other individuals (outside the basic skills program) will have access to them. Future teachers, supervisors, human resources personnel, and others were identified as potential users of the progress portfolio.

PROGRESS PORTFOLIO

for

Bobbie L. Offord

This portfolio is a collection of selected work samples presented to document the acquisition of job-related skills and progress toward personal goals.

April 26, 1995

TO WHOM IT MAY CONCERN:

Bobbie Offord has worked steadily in the S.H.E.D. on her own time from January 1995 to the present on acquiring and develcping job-related skills. The first meeting with the instructor consisted of skills assessment and goal-setting. During this session, Bobbie and the instructor discussed her career plans and identified which skills she would need to learn to advance toward her goals. Her goals were then ranked in order of importance, first to last, and a learning plan was written.

Bobbie's primary goal was to acquire computer skills, keyboarding and word processing, which would prepare her to apply for an office support position should one become available. Toward that goal, she has improved her keyboarding from minimal capability to employable status. In addition, she has learned how to use e-mail and is able to produce documents in WordPerfect. She would like to learn how to create basic spreadsheets to increase her knowledge of office software.

A secondary goal was to review basic math. She is currently working toward that goal using learning packets.

SUMMARY OF PORTFOLIO CONTENTS

The following kinds of information are presented in the portfolio in this order:

1. Record of Attendance
2. Documentation of Progress for
   a) Keyboarding
   b) WordPerfect
   c) E-mail

RECORD OF ATTENDANCE IN THE S.H.E.D.

Start date: 9/26/94

Hours of study by month:
1/95 - 7.5 hours
2/95 - 10.5 hours
3/95 - 13.5 hours
4/95 - 9.5 hours
TOTAL 41 hours

Subjects Studied in Hours:

Keyboarding	-	21
WordPerfect	-	11.5
E-Mail	-	1
Portfolio/Goals	-	5
Clerical Test	-	1
Math Review	-	1
Goals video	-	.5

Comments

Bobbie has completed 41 hours of instruction in the S.H.E.D. on her own time. She chose to participate in the Portfolio project in order to set specific goals and deadlines and to document her progress. Her end objective has been to acquire skills which would enable her to obtain a more challenging position with greater responsibilities. The Portfolio process documents progress made as a results of her efforts.

Part of this process involves completing skills assessments. Bobbie has completed the Workplace Skills Inventory (NAPL) and a Practical Clerical Test of Skills.

DOCUMENTATION OF PROGRESS: KEYBOARDING

Instructional materials used: Typing Tutor IV software
Hours of practice: 21 hours (9/26/94 - 4/12/95)

Speed and Accuracy Results
Start date (9/26/94): 20 wpm with 93% accuracy
Present (4/21/95): 49 wpm with 96% accuracy
Best (3/22/95): 53 wpm with 96% accuracy

History of Progress

;ress Report bobbie offord

Type	Date	Keys Above 40 WPM	Overall Accuracy	Overall Speed	Speed Breakdown Letter	Speed Breakdown Number	Speed Breakdown Symbol
;st							
Practice	03-22-95	22	96%	53	53		
Practice	03-22-95	14	92%	44	44		
Practice	01-24-95	17	81%	45	45		
Practice	01-24-95	11	97%	36	36		
Disk INITIAL	01-18-95	17	92%	29	36	12	10
Disk INITIAL	09-26-94	4	93%	20	24	10	7
esson - Practice							
History	03-22-95	9	95%	40	42	11	8
est							
Disk INITIAL	03-29-95	21	96%	42	51	19	16
Practice	04-21-95	15	96%	49	49		
Practice	04-20-95	14	97%	49	49		
Practice	04-10-95	16	96%	50	50		
.esson - Practice							
History	04-21-95	15	96%	48	50	19	16
.esson - Keypad							
* No data *							

DOCUMENTATION OF PROGRESS: WORD PROCESSING

Instructional materials used: WordPerfect (VMS)
Hours of practice: 11.5 hours (2/95 - 4/95)

Summary of Progress: Level of Knowledge, Skills Acquisition

Start date: 2/13/95	No knowledge of WordPerfect, no word processing experience.
Present: 4/21/95	Creates these documents: letters, résumé, a list in table format. Uses these advanced features: tables, fonts.

Evidence of Capability

The four documents which follow this sheet provide evidence of Bobbie's ability to produce documents in WordPerfect. They are:

- An inventory list (created using Tables),
- A cover letter,
- Her résumé, and
- A list of references.

PRIVATE COLLECTOR INVENTORY REDUCTION PRINT SALE

PRINT NAME	ARTIST	SUBJECT
Timber Wolves	Don Balke	Wolves
Last Look	Robert Bateman	Big Horn Sheep
Balance of Nature	Carl Brenders	Hawk
*Den Mother	Carl Brenders	Wolf and Cubs
Mountain Baby	Carl Brenders	Big Horn Sheep
Northern Cousins	Carl Brenders	Squirrels
Triptie Sketch	Carl Brenders	Lynx
The Nesting Season	Carl Brenders	Sparrow
Eagle Heart	Bev Doolittle	Indian w/ Eagle
Hide and Seek	Bev Doolittle	Horses
November	Shirly Erickson	Ruffled Grouse
The Lone Flight	Mario Fernandaz	Sea Gull
Marshland Emperor	Jerry Gadamus	
New Heights	Jerry Gadamus	
Electric Peak	Nancy Glacier	Big Horn Sheep
Young Blood	Nancy Glacier	Horses
*Autumn Spectacle	Owen Gromee	Wood Duck
*Grosshawk	Owen Gromee	Grosshawk
Almost	Owen Gromee	Fox and Rabbit
American Widgeon	Owen Gromee	Wing
Artist Studio	Owen Gromee	Eggs Etc.
Bluejay and Owl	Owen Gromee	Bluejay and Owl
Bobwhite and Book	Owen Gromee	Bobwhites
Canada Geese	Owen Gromee	Geese
Canada Goose	Owen Gromee	Goose and Gun
Early Arrivals	Owen Gromee	Tundra Swans
Eyes of the Night	Owen Gromee	Great Horned Owls
New Beginning	Owen Gromee	Trumpeter Swans
Pheasants Still	Owen Gromee	Pheasants

*Prints Matted and Framed

PRINT NAME	ARTIST	SUBJECT
Sandhill Cranes Flying	Owen Gromee	Sandhill Cranes
Shoreline Snowy Owl	Owen Gromee	Owl
Snowy Owl Lakeshore	Owen Gromee	Owl
Winter Ruffled Grouse	Owen Gromee	Grouse
Bald Eagle and Osprey	Owen Gromee	Eagle and Osprey
Mixed Doubles	David Hagerbauer	Ducks
North Fork Fire	Edwin Hawkinson	Elk
Shadow Hunting	Rick Kelly	Wolf
Desperate Flush	Don Kloetzke	Ducks
On The Run	Don Kloetzke	Deer
*Something In The Air	Don Kloetzke	Deer
Storm Tail End	Don Kloetzke	Fox
Winter Circus AP	Terrel Knaak	Bob Cat Family
Over The Shocks	Terrel Knaak	Geese
Winter Watch	Terrel Knaak	
The Plover Gun	William Klopen	Gun
Back Country Fluffs	David Maass	Grouse
Woodland Repose	David Maass	Grouse
The Promise AP	James Meger	Eagle
Oak Ridge Whitetail	Wayne Meinke	Deer
Reflections	Rosemary Millette	Deer
Fallen Totem	Ron Parker	Eagle
RFD	Charles Peterson	Mailman
First Haircut	Charles Peterson	Haircut
Late Arrivals	Charles Peterson	Wausau Depot
Sabath At Sea	Charles Peterson	Ship's Dock
Volunteers	Charles Peterson	Fire Truck
Boulder Ridge	Terry Redlin	Deer
*Almost Home	Terry Redlin	Sleigh
Flying Free	Terry Redlin	Eagle
*The Conservationist	Terry Redlin	Bird House

*Prints Matted and Framed

PRINT NAME	ARTIST	SUBJECT
Canadian Goose	Michael Riddet	Goose
Waiting Game	Michael Riddet	Blackbird
Silent Passage	Pat Ruesch	
Late Again	Robert Volkman	Deer
Autumn Mist	Scott Zoelick	Ruffled Grouse
*Bluejay	Scott Zoelick	Bluejay
*Cardinal	Scott Zoelick	Cardinal
Chequamegon Buck	Scott Zoelick	Deer
Couriosity	Scott Zoelick	Fox
Hunters Choice	Scott Zoelick	Deer
Meker Mt. Mulies	Scott Zoelick	Mule Deer
On Alert	Scott Zoelick	Deer

FOR INFORMATION: DIAL (608) 838-8941

*Prints Matted and Framed

DOCUMENTATION OF PROGRESS: E-MAIL

Instructional materials used: directed lessons with the instructor, E-mail Reference Guide

Hours of practice: 1 hour (2/7/95)

Summary of Progress: Level of Knowledge, Skills Acquisition

Date of Instruction: 2/13/95 No knowledge of e-mail.

After instruction: Sends, reads, prints, deletes, undeletes, replies to, and forwards messages. Creates folders for messages, personal groups. Uses MIS-created groups.

Evidence of Capability

Evidence is best provided by live use of e-mail. Attached is a printed message Bobbie created and sent to the instructor.

1802 Fordem Avenue #18
Madison, WI 53704
(608)241-1654
April 25, 1995

Mr. Jim Mikalson
Royle Communications Group
112 Market Street
Sun Prairie, WI 53590

Dear Mr. Mikalson:

The in-house posting of a CSR Team Clerk/Assistant position with RCG is one that I am interested in and have qualifications for.

I have recently been cross-training to fill in for the CSR Secretary which involves answering phones, opening and entering jobs, assigning job titles and numbers, and proofing jobs in and out. My clerical skills include typing at 50 WPM, filing, operation of copy, fax, and label machines and some computer experience.

Qualities that I would bring to the position are good organizational skills, attention to detail, problem-solving and the ability to work as a team member. Also, I have the advantage of knowing several State customer contacts as well as the RCG personnel I would be working with.

I have enclosed my resume for your review and would appreciate the opportunity to discuss my qualifications further. Thank you for your consideration.

Respectfully,

Bobbie Offord

Enclosure

BOBBIE L. OFFORD
1802 Fordem Avenue #18
Madison, WI 53704
(608)241-1654

EMPLOYMENT OBJECTIVE

CSR Team Clerk/Assistant

EMPLOYMENT HISTORY

Royle Communications Group — *June 1994 to Present*
112 Market Street, Sun Prairie, WI 53590
Madison Courier
- Delivered proofs, artwork, and samples to customers
- Scheduled pick ups and drop offs for customer convenience
- Filed job tickets and invoices

Royle Publishing — *September 1992 to June 1994*
Bird Street, Sun Prairie, WI 53590
Mailroom/Bindery Associate
- Assisted in operation of saddle stitcher, folder, and cutter
- Performed shrinkwrapping, drilling, handwork, labeling, and packaging
- Created labels on computer

4 Lakes Label and Printing Company — *August 1991 to September 1992*
Vondron Road, Madison, WI 53701
Quality Inspector
- Inspected product coming off press
- Processed orders to customer specifications
- Supervised temporary employees; directed their activities

Country Press, Lodi, WI 53555 — *October 1989 to December 1989*
Bindery/Shipping Associate
- Performed finishing operations, glue binding, slitting, and folding
- Entered daily data for job tracking into computer
- Shipped orders via UPS and Federal Express
- Operated AB Dick and Heidelberg sheetfed presses

QUALIFICATIONS AND SPECIAL EXPERIENCE

Typing speed of 50 wpm
Answered 12-line reservation phone system
Operated fax, copy, and label machines
Experienced in customer service and problem-solving through waitressing

EDUCATION

Westfield High School, Westfield WI — September 1975 to May 1979
High School Diploma

Ongoing Education in S.H.E.D. — September 1994 to Present
WordPerfect 5.1
E-Mail
Typing Tutor
TutorDOS
Math Review

References Available Upon Request

REFERENCES

Joyce Whiting, CSR Secretary
Royle Communications Group
112 Market Street
Sun Prairie, WI 53590
(608)837-5161 ext. 258

Carol Bassney, Owner
Subway of McFarland
5900 State Highway 51
McFarland, WI 53558
(608)838-6111

John Saunders, Personnel Manager
Webcrafters, Inc.
2211 Fordem Avenue
Madison, WI 53704
(608)244-3561

From: LINDA MILLER (ROYLE:MILLER)
To: Miller
Date: April 27, 1995, (Thursday) 1:49pm
Subject: Test

Hi! I am studying e-mail with Linda in the SHED. This is just for practice. It is my first attempt to communicate with others on the e-mail circuit.

ERVIEW GUIDE TO DOCUMENT REVIEW OF PROGRESS/SUMMARY PORTFOLIO: PORTFOLIO PARTICIPANT

son interviewed
rtfolio participant: Bobbie Offord

pe of portfolio presented: Summary (Progress) Portfolio

sented to:
- ✓ supervisor
- ___ human resources manager
- ___ other: _____ (title) _____

casion:
urpose for
esentation)
- ✓ applying for job unrelated to previous experience
- ___ applying for promotion within department, reassignment with new tasks
- ___ during periodic job review interview
- ___ other: _____

Effectiveness of use: did presenting the portfolio in the meeting/interview aid, impede, or have a neutral effect on the outcome of the meeting? Evidence?

Bobbie showed the portfolio to department ~~s~~ ~~p~~ in an interview situation. The decision to ~~promote~~ Bobbie to this position had been made prior to the interview and was based on her initiative within the department and the supervisor's knowledge of her efforts. The supervisor, however, put it into her personnel file. Bobbie finds great value in having this document in her personnel file.

Which portfolio element was most useful in achieving the objective of the meeting/interview? How?

Which portfolio element was least useful or needed to achieve the objective of the meeting? (Which element could or would you have left out?

4. What other information (work sample, documentation, commentary) would you have included to improve the effectiveness of the portfolio in demonstrating your skills and progress?

5. What recommendations can you make for how best to use a portfolio in future presentations?

interviewer (supervisor) had outside knowledge of Bobbie's dedication to learning, so receiving the portfolio became [illegible] Bobbie [illegible]

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ERVIEW GUIDE TO DOCUMENT REVIEW OF PROGRESS/SUMMARY PORTFOLIO: EVALUATOR/SUPERVISOR

tfolio participant: Bobbie Offord

e of portfolio presented: Summary (Progress) Portfolio

son interviewed:
rson to whom
tfolio was
sented)

____ supervisor
__✓__ human resources manager
____ other: _____(title)_____

casion:
rpose for
sentation)

____ applying for job unrelated to previous experience
____ applying for promotion within department, reassignment with new tasks
____ during periodic job review interview
____ other: _____

How effectively did the portfolio demonstrate that the employee had acquired the skills it presented?

Very concise + precise

What stood out the most (good/bad) about the portfolio? (What was most memorable?)

Good for job review: gives boss/her (mgr.) rec. info. to make decisions regarding pay increases.

Liked comments area - chance to print out ~~any~~ specifics

Liked numerical data (quick info.)

What was included that was most relevant to the purpose of the meeting/interview? Irrelevant?

4. What information should have been included that wasn't?

Seemed to have everything that it should.

5. How effective was the portfolio in achieving the objective of the meeting/interview? (How helpful, unhelpful, or neutral was it?)

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Madison Area
Technical College

·ly S. Simone
dent

EXPERIENTIAL CREDIT

The experience you have in the Printing industry may qualify you to be awarded full or partial credit toward courses at Madison Area Technical College (MATC). By applying for Experiential Credit, you may be granted Advanced Standing. This means that you may get course credit based on your industry experience. Partial credit means that you may have to take only a portion of a course for credit.

This packet contains the information and forms you'll need to assemble the information needed to apply for Experiential Credit at MATC. If you have questions about any of this information, Linda Miller, Instructor in the Learning Center, will be happy to help you.

DOWNTOWN EDUCATION CENTER

STEPS FOR MATC EXPERIENTIAL CREDIT

1. Review the **course descriptions** for the one-year certificate Printing program. Decide which course(s) you would like to apply for experiential credit for.

2. Complete the **Documentation** sheets to show all of your relevant experience. Use as many forms as you need to show all your experience. The template is already on the computer.

3. Complete the **Application for Experiential Credit** (orange form). Do NOT fill out any sections marked "Division Use Only." Follow the direction on the **green Instructions sheet.**

You will find that you can use some of the information from the Documentation sheet to fill out this form.

Leave blank any questions you aren't sure about. These can be filled in during your conversation with MATC instructors.

4. Contact **Dick Badger, Experiential Credit Advocate,** to arrange a meeting to review your portfolio. His phone number is 608/244-6036. His office is in Room 159M at the Truax Campus.

5. Your application will be reviewed by Dick Badger and then sent to the course instructor who teaches the course(s) that is covered by your experience.

6. You will be contacted to set up a **conference** with the course instructor to talk about your experience. At this conference, you and the instructor will discuss the courses for the Printing program, where your experience fits within the scope of the course(s), and whether your experience qualifies for Experiential Credit.

7. The final decision on granting experiential credit rests with the Division Dean/Chairperson.

INSTRUCTIONS FOR COMPLETING AN EXPERIENTIAL CREDIT APPLICATION

A. Form A - is used to start a file on each applicant, who are you? How do we contact you? (Telephone number & address) etc.

B. Form B - is used to route your application to the correct reviewing Dean (or staff member) and to route it further to the program Dean (if necessary). You need only to sign this page. The Experiential Learning Advocate will fill in the top portion of this form.

C. Form C - serves as the cover sheet for your Experiential Credit Application. You will need:

1. One Form C for each class that you are challenging.

2. The name and signature of someone to whom you report or have reported to in the past, and who is familiar with your skills is required.

3. Be precise, tell us about what you have done to gain the skills and knowledge offered by the class being challenged. When, where, how long. Your specific tasks and responsibilities as they relate to this class.

4. Return the completed forms to Dick Badger, Experiential Learning Advocate, MATC, 3550 Anderson St., Madison, WI 53704.

If you have any questions or need help in the preparation of the Experiential Credit Application, call Dick Badger at 608-246-6036, Room 159M at the Truax Campus.

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Application For Experiential Credit

Part 1 of 3

Division _____

Program _____

.me _____

Last First Middle

lephone: Home ( ) _____

Work ( ) _____

esent Mailing Address:

_____

Street Address City State Zip Code

st the course titles and numbers for which credit is desired.

Course Title	Course Number

omments

_____

_____

_____

_____

_____

.pplicant's Signature _____ Date _____

Madison Area Technical College

3550 Anderson Street, Madison, Wisconsin 53704-2599

608-246-6100

According to Title IX of Educational Amendments of 1972, Governor's Executive Order No.9, Executive Order No. 11246, and the Civil Rights Act of 1964, this is to inform you that it is the policy of the Area Board of Vocational, Technical and Adult Education District No. 4 not to discriminate on the basis of sex, race, color, religion, national origin and handicap in the educational programs or activities offered and the students we serve.

Application For Experiential Credit

Form C
Part 3 of 3

ıme _____ Soc. Sec. No. _____

.one: Home(____) _____ Work(____) _____ Program _____

EQUEST EXPERIENTIAL CREDIT FOR THE FOLLOWING COURSE:

ɔurse Title _____ Course No. _____

ease complete this form in order that your previous experiences may be evaluated in terms of courses .d credits. Because credit based on relevant experience may be evaluated by various methods, it is ıportant that you provide as much information as possible concerning your qualifications as they relate this particular course. Indicate relevant work experiences, job titles, and avocational experiences. ıpporting documentation may include high school and college transcripts (when appropriate), job escriptions, and letters of work verification, etc. (You will need to add additional pages to this three-part rm).

ength of time in this position(s): _____

ıereby acknowledge that the information submitted is true and correct to the best of my knowledge. illful failure to give accurate information is considered adequate grounds for revocation of credits anted as a result of falsified information.

pplicant's Signature _____ Date _____

erification of the above by supervisor, manager, or current employer.

_____ _____ _____

upervisor/Manager/Employer (Please Print) Signature Date

_____ (____) _____

ame of Company/Agency/Business Telephone Number

_____

treet Address City State Zip Code

Division Use Only

Referred To: _____ Approved _____ Not Approved _____

Verification Date _____

Madison Area Technical College
3550 Anderson Street, Madison, Wisconsin 53704-2599
608-246-6100

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RECOMMENDED ELECTIVES (WITH APPROVAL OF CHAIRPERSON)			
504-145	Investigative Photography	3	2-2
504-146	Forensic Photography	3	2-2
504-180	Practical Police Problems 1	3	10-10
504-181	Practical Police Problems 2	6	20-20
809-202	Social Disorganization	3	3-0
809-203	Introduction to Sociology	3	3-0
809-207	Criminology	3	3-0
809-222	State and Local Government	3	3-0
809-231	Introduction to Psychology	3	3-0
809-235	Psychology of Personal Adjustment	3	3-0

Police Academy

Students who complete the Police Science Associate Degree or 60 college credits may apply for the 400-hour Basic Recruit Academy Program, which makes them eligible for Law Enforcement Standards Board Certification.

Practical Nursing

One-Year Diploma

The Practical Nursing Program prepares students as entry-level practitioners. The practical nurse, under the direction and supervision of a registered nurse and/or physician, provides nursing care in those situations relatively free of complexity. The practical nurse assists the registered nurse and/or physician in more complex nursing situations. Instruction is provided via lectures, demonstrations, and supervised clinical practice at hospitals and nursing homes within the MATC District.

The program has the approval of the Wisconsin State Board of Nursing. Classes are admitted to the program in the fall at the Madison campus and in the spring at the Fort Atkinson Campus. A grade of at least C is required in all program courses in order to move from first to second or second to third level within the program. Students may re-enroll in program courses one time in order to raise a grade to a passing level. Re-enrollment in program courses will be on a space available basis. Upon completion of the program, the students are eligible to write the national examination leading to licensure as a licensed practical nurse. Admission prerequisites: 1) high school graduation, GED or HSED; and 2) assessment test.

			Hrs per week in class
		Credits	*Lec-Lab*
First Semester			
510-334	Elementary Nursing	5	4-6
510-335	Body Structure	2	4-0
510-336	Nursing the Adult 1	4	2-6
510-339	Interpersonal Relationships in Nursing	1	2-0
510-356	Growth and Development	2	4-0
		14	26
Second Semester			
510-337	Nursing the Adult 2	7	4-10
510-359	Nursing the Mentally Ill	3	2-4
510-362	Parent/Child Nursing	4	2-6
		14	28
Summer Semester (6 weeks)			
510-338	Nursing the Adult 3 and Law	5	2-8

Printing

One-Year Diploma

The Printing Program is designed to provide the student with the knowledge and skills required for entry level positions in the graphic arts industry. Training is provided in all phases of offset lithographic reproduction and quality control. Strong basic math skills are required, and typing skill is desirable.

			Hrs per week in class
		Credits	*Lec-Lab*
First Semester			
203-301	Graphic Arts Photography	3	1.5-4.5
204-307	Copy Preparation 1	5	2.5-7.5
204-371	Introduction to Lithographic Press	3	1.5-4.5
204-393	Lithographic Preparation 1	2	1-3
801-356	Communications 1	1	2-0
804-379	Mathematics 2	1	2-0
809-356	Human Relations Survey	1	2-0
		16	32
Second Semester			
204-308	Copy Preparation 2	3	1.5-4.5
204-329	Lithographic Preparation 2	4	1.5-4.5
204-372	Lithographic Press and Finishing Operations	4	2-6
204-332	Quality Control for Graphic Arts	2	1-2
806-307	Applied Physical Science	2	2-2
204-320	Employment Orientation	1	1-0
		16	28

REQUIREMENTS FOR GRADUATION
32 credits with a GPA of 2.0 (C) or above. Average of 2.0 (C) or above for occupational specific courses.

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Date*	Job Description	Machines Used	Supervisor
9/88	**Contacting Film:** Contacting composite film in 1-,2-,3-, and 4- color; in negative and postive form; produced spreads, chokes, reverses.	Douthitt Vacuum Frames	Glenn Ayers
10/88	**Pick-ups (Customer and Jobs):** Received customer's job pickup request from Customer Service Rep and filled them. Pulled needed elements from files (film, 4-color ads, photos, job samples, etc.), Packaged items, Logged items out to customer on computer system to track location, Called Customer Service tot tell them request had been filled, Delivered packaged items to Customer Service who sent items out to customer via company courier.	Filing system Computer system	Glenn Ayers
12/88	**Proofing:** Produced bluelines (dyluxes) and color key proofs. Cut base to size and manually punched for pin register on boards. Worked with 11" x 14" and 16" x 20" base.	Arkay Blueline Machine punch board for pin registration	Glenn Ayers

	Produced – Black and white photos — Line negs/shots Color Photos — Opticopy or Copydot Tansparencies — Duotones PMT Halftones — Tritones PMT Linework — Black-on-black duotones Special work: Enlargements and reductions of line work and photos. Limited special effects (fogging, ghosting) Shot whole jobs from copy boards Input this information into camera computer: 1) Densitometer readings used to specify correct dot patterns for halftones, 2) Programmed channels to produce different line negative, for copy dots, for PMT halftones, etc.	Arkay PMY Processor LD 260Q Processor LD 261Q Processor	(Self-trained using camera manuals)
12/88	Job Evaluation/Planning: Evaluated jobs page-by-page, itemizing all operations to be performed on each page.		
ongoing	Machine Cleaning and Maintenance: Cleaned on daily/weekly/monthly basis all processors in prepress department.	LD 260Q Processor LD 261Q Processor Carlson Speed Check Processor 3M Matchprint Processor and Laminator Arkay PMT Processor	Trained by manufacturers' representatives and self-trained by reading manuals.
5/90	Inventory Control for Prepress: Ordered all materials used in prepress. Organized, stored, and rotated materials to use before expiration date. Adjusted orders to meet anticipated demand by reviewing projected sales/production.	Used prepared "Inventory List" and anticipated production form which listed daily, weekly, monthly, and incoming jobs.	Glenn Ayers

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	Produced 4-color matchprint proofs and some 2- and 3-color proofs on occasion. Tasks included cutting base to size, punching base for required registration system, and processing matchprint materials in processing systems.	Unit, Laminator, and Processor punch board for pin registration	Trained by Kodak
5/92	Final Check/Speed Check Proofing: Produced Speed Check proofs for 1-, 2-, 3-, and 4-color jobs. Adjusted settings to produce custom colors in addition to base colors.	Carlson Speed Check Exposure Unit Carlson Speed Check Processor	Trained by Kodak representative and self-trained through reading the manual.
5/94	Stripping: Completed 1-,2-,3-,4-color stripping operations (11" x 14" and 16" x 20" primarily), Produced spreads, chokes, reverses (negative to positive; positive to negative), Aligned computer-output film into register, Did "gut registration" for 1-,2-,3-,and 4-color jobs, Worked with Rublith, cut masks, cut boxes for 4-color jobs, Did copy prep of whole pages from negative film, Stripped up in MISO position (flat sheet stripping), Made stripping corrections from customer information	Machines already specified herein as needed for each job.	Deb Maile/Glenn Ayers

*Dates indicate when Cam began doing these tasks; he continued to work in all of these areas throughout his employment at Schuman.)

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